DOCUMENT RESUME

ED 432 887 EF 005 554

TITLE	Dry Creek Joint Elementary School District. Educational Specifications: Dry Creek Elementary School.
INSTITUTION	Dry Creek Joint Elementary School District, Roseville, CA.
PUB DATE	1989-02-00
NOTE	150p.; For related documents, see EF 005 555-557.
AVAILABLE FROM	Dry Creek Joint Elementary School District, 2955 P.F.E. Road, Roseville, CA 95678; Tel: 916-771-0646.
PUB TYPE	Guides - Non-Classroom (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Design Requirements; *Educational Facilities Design; Elementary Education; *Elementary Schools; Middle Schools; Public Schools; Rural Schools; *School Construction
IDENTIFIERS	California

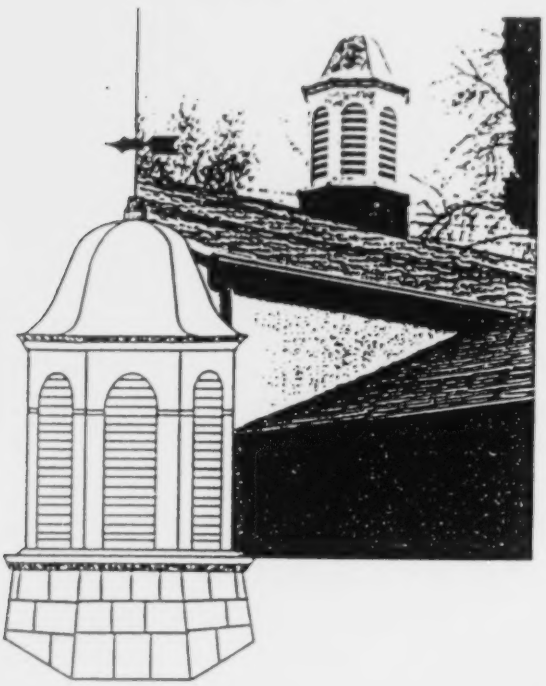
ABSTRACT

An Educational Specification Committee was convened to determine the design specifications required for a new K-5 (and temporarily 6-8 grade) elementary school in Roseville, California's Dry Creek District. This report, the result of the committee's efforts, examines school room specifications for each grade level and administrative area. Specification considerations are detailed (where applicable) for each school area that include assessment points on the curriculum to be taught, outcomes expected, any discernible educational trends, the teaching and learning activities under the different curriculum areas, orientation and relationships, internal traffic, furniture and equipment needs, utilities required, any special requirements to become part of the classroom facilities, storage, and enrollment levels for that grade. Staff rooms, restrooms, security and custodial areas, outdoor education, and conference rooms are also detailed. Concluding information lists items that have been noted through past building experiences that should be reviewed and considered in the planning phase of the new school. (GR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 432 887

DRY CREEK JOINT ELEMENTARY SCHOOL DISTRICT



EDUCATIONAL SPECIFICATIONS

Dry Creek Elementary School

K-5 - Permanent
K-8 - Temporary - with
6-8 - Middle School Alternatives

Dry Creek Joint Elementary School District

2955 P.F.E. ROAD
Roseville, CA 95678
(916) 771-0646

TRADITIONAL EDUCATION SINCE 1876

EF 005 554

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Kelvin K. Lee

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

DRY CREEK JOINT ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD

NAME	OFFICE
Darrell Webster	President
Diane Howe	Clerk
Charles Barsdale	Member
Thomas Freeman	Member
David Wiley	Member

ADMINISTRATION

Kelvin K. Lee
Superintendent/Principal

TABLE OF CONTENTS

	Section
General Introduction	i
Location of School	iii
Kindergarten	1
First Grade Classrooms	2
Second and Third Grade Classrooms	3
Fourth and Fifth Grade Classrooms	4
Sixth, Seventh, and Eight Grade Classrooms	5
Multipurpose Room and Convenience Kitchen	6
Drama Area in Multipurpose Room	7
Music in Multipurpose Room	8
Library - Media	9
Science Equipment Room	10
Cooking K-5	11
Computer Laboratory	12
Arts and Crafts Kiln Room	13
Resource Specialist Program (RSP)	14
Special Day Class (SDC)/Severely Handicapped (SH) Classroom	15
Severely Handicapped (SH)/Special Day Class (SDC) Classroom	16
Designated Instructional Services Center (DIS)	17
Office - Reception	18
Principal's Office	19
Vice Principal's Office	20
Conference Room	21
Teachers' Work Room	22
Staff Lounge	23
Physical Education - Outdoors	24
Outdoor Education	25
Instructional Supply Room	26
Custodial Storage Room	27
Restrooms	28
Security Supply - Custodial Equipment	29
Grounds	30

EDUCATIONAL SPECIFICATION COMMITTEE

Kelvin Lee		Superintendent
Linda Burt		Administrative Assistant
Mary Rigby		Kindergarten
Victoria Dowling		1st Grade
Tina Sinnott		2nd Grade
Tamara Brunner		3rd Grade
Roberta Pearson		5th Grade
Rich Black		7th/8th Grade
Fran Tarson		8th Grade
Debra Gabria		Special Education Coordinator
Elmer Rice		Head Custodian
Linda Simmons		School Secretary
Bookie Betts	771-0354	Librarian
Bunny Marsh		Instructional Assistant and Community Member
Shannon Walker		Instructional Assistant and Parent
Wendy Aiello	786-9387	Parent Club President
James Herbert	771-0606	School Site Council
Diane Stanko		Community Advisory Council

Ann Fellows	Placer Co. Office of Education (Nursing)
Lynn Barberia	Placer Co. Office of Education (Speech Therapy)
Anne Goatley	Placer Co. Office of Education (Special Education)
Fred Adams	Placer Co. Office of Education (Maintenance & Operations)
Shirley Lambert	Roseville City School District (Secretary)
Ruth Michon	San Juan Unified School District (Principal)
Mike DeSousa	N.E.C. Corporation (Computer Technician)
Carol Trainer	N.E.C. Corporation (Computer Technician)
Ethyl Hightower	Roseville City School District (Food Services)
Tom Massie	Roseville Telephone Company (Communications)

PLANNING CONSULTANT AND FACILITATOR

Dr. Glen F. Ovard
Brigham Young University
February 1989

EDUCATIONAL SPECIFICATION COMMITTEE

Kelvin Lee	Superintendent
Linda Burt	Administrative Assistant
Mary Rigby	Kindergarten
Victoria Dowling	1st Grade
Tina Sinnott	2nd Grade
Tamara Brunner	3rd Grade
Roberta Pearson	5th Grade
Rich Black	7th/8th Grade
Fran Tarson	8th Grade
Debra Gabria	Special Education Coordinator
Elmer Rice	Head Custodian
Linda Simmons	School Secretary
Bookie Betts	Librarian
Bunny Marsh	Instructional Assistant and Community Member
Shannon Walker	Instructional Assistant and Parent
Wendy Aiello	Parent Club President
James Herbert	School Site Council
Diane Stanko	Community Advisory Council

Ann Fellows	Placer Co. Office of Education (Nursing)
Lynn Barberia	Placer Co. Office of Education (Speech Therapy)
Anne Goatley	Placer Co. Office of Education (Special Education)
Fred Adams	Placer Co. Office of Education (Maintenance & Operations)
Shirley Lambert	Roseville City School District (Secretary)
Ruth Michon	San Juan Unified School District (Principal)
Mike DeSousa	N.E.C. Corporation (Computer Technician)
Carol Trainer	N.E.C. Corporation (Computer Technician)
Ethyl Hightower	Roseville City School District (Food Services)
Tom Massie	Roseville Telephone Company (Communications)

PLANNING CONSULTANT AND FACILITATOR

Dr. Glen F. Ovard
Brigham Young University
February 1989

	Section
Miscellaneous Items for Consideration	31
Day Care - Extended Care (Not to be charged against District square foot allocation, but on District site.)	32
Home Economics and Family Living	33
Note to Architect	34

NOTE: The section pages are numbered consecutively. The pages within each section are numbered consecutively (see example).

Section Pages	Pages in a Section
1	1.1, 1.2, 1.3, etc.
2	2.1, 2.2, etc.
3	3.1, etc.
4	4.1, 4.2, 4.3, 4.4, etc.

GENERAL INTRODUCTION

In 1876 a land grant founded the Dry Creek Joint Elementary School District. The single school district to the northwest of the city of Roseville has remained small and rural.

As the 1980's began, signs of development began to appear in the Dry Creek District. Two major electronic firms constructed manufacturing facilities just to the north of the district boundaries.

Land use changes within the district required the school district to develop a facilities master plan in 1984. This master plan matched the plans for residential development with the need for school facilities within the Dry Creek District.

The master plan indicated that within 20 years a student population of over 5,500 students would occur in Dry Creek School District. This enrollment would require up to 8 new schools. In order to meet the demands for new schools, the Dry Creek Board of Trustees began an aggressive funding and planning program.

The results of these efforts are a Mello/Roos Community Facilities District whose bonding capacity equals $30,000,000 in Sacramento County, a similar program in Roseville City, an updated master plan, agreements for long term lease purchase agreements of school sites, and the determination grade level configuration for schools to be built.

During the past several years, the enrollments at the Dry Creek Schools have gone from 222 students in 1936 to 320 in 1987 to 439 in the current year, 1989. With such rapid increases, the Board of Trustees authorized the formation of and Educational Specification Committee to develop the specifications for its first new school in 100 years. The new K-5 elementary school began its life on January 30, 1989 with the first meeting of the Educational Specification Committee. For a temporary period, the school will serve students K-8 and provide some curriculum alternatives for students at the middle school level (6-8). The collective results of the efforts of the committee are found within the cover of this report.

The Educational Specifications written for this school are written to describe a 600 student elementary school with a final grade level configuration of Kindergarten through the fifth grade. During the limited transition period, students in grade six, seven, and eight will attend this school. As a result, certain limited modifications to the instructional program of the school will occur until such time that a middle school campus is opened and the sixth through eight grade students are transferred to that facility.

The members of the Dry Creek Joint Elementary School District and the Dry Creek Community have mandated that this new school facility reflect the mission statement of the district.

Dry Creek Joint Elementary School District
MISSION STATEMENT

The mission of the Dry Creek Joint Elementary School District will be to:

* Provide a positive educational environment involving the students, staff, community and Board of Trustees.

* Provide District personnel which recognizes the individuality of each student.

* Provide an instructional program that challenges, motivates, and equips each student to be a self-sufficient responsible citizen.

NOTE: *Words in italics are placed into the writing to identify conditions which apply to the grades 6-8 only. This identification will help the architect know the program and facilities that would be shifted to the middle school when it is completed.*

LOCATION OF PROPOSED SCHOOL

Address: Corner of Junction Boulevard and Americana

BEST COPY AVAILABLE

KINDERGARTEN

I. INTRODUCTION

The kindergarten area should consist of two child centered self-contained classrooms with self-contained fenced playground. The classrooms will have kindergarten-age children who will have a variety of development levels represented.

II. CURRICULUM TO BE TAUGHT

The kindergarten curriculum will focus on a hands-on developmental approach to learning in the following subjects:

1. Language;
2. Math;
3. Music;
4. Science;
5. Physical Education;
6. Art; and
7. Free activities, including cooking.

III. EDUCATIONAL OUTCOMES

The students will:

1. Follow simple rules - respect the personal space of others (safety) and be courteous;
2. Learn auditory and visual discrimination skills;
3. Become familiar with different kinds of literature;
4. Learn mathematical concepts;
5. Develop a curiosity and excitement for learning; and
6. Develop social interaction skills.

IV. DISCERNIBLE TRENDS

Kindergarten programs are moving away from workbooks and dittos to manipulatives for a more developmental curriculum. Emphasis is placed on listening to good literature and the patterns of language.

V. TEACHING AND LEARNING ACTIVITIES

Teaching and learning activities are presented under each of the different curriculum areas.

1. Language - prereading activities to include oral dictation, exposure to good literature, silent sustained reading, book making, and introduction to sounds.
2. Math - free exploration, patterning, comparing, number sense, graphing, estimating and measuring.
3. Science/Social Science - senses, plants and animals, weather, seasons, housekeeping, dramatic play, self, and safety.
4. Music and Movement - basic rhythms, simple instruments, phonograph records, piano, large physical movement activities.
5. Physical Education - circle games, ball skills, jump rope, motor skills, creativity in movement.
6. Art - design to facilitate language, foster creativity, develop fine motor skills, use of a wide variety of medium.
7. Free Activities - allow children opportunities to choose their own activities such as puzzles, art, games, dramatic play (housekeeping corner), blocks, library corner, and outdoor play.

VI. ORIENTATION AND RELATIONSHIPS

The following orientation and relationships are needed for the kindergarten area:

1. Close to school entrance and office;
2. Have separately fenced playground and a courtyard area with supervision capabilities from classroom;
3. Restrooms should be contained within the classroom area;
4. A pick up/drop off parking area close to the entrance of the kindergarten rooms; and
5. A storage area for large equipment which will be immediately accessible for both classrooms from the outside play area.

VII. INTERNAL TRAFFIC

Students will move from the drop off/pick up area at the parking lot to the classroom. Students individually and in small groups will move freely throughout the classroom and outdoors to various learning activities.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment are required in each Kindergarten area:

Indoor:

1. 5 plain adjustable rectangular tables (30" x 6') and chairs to seat six people at each table;
2. Dry erase board (4' x 12') mounted 1' off the floor;
3. Indoor sand/water table (4' x 30");
4. Tackable display walls;
5. Housekeeping area or playhouse (5' x 5' built-in structure) with 4' high wall and trusses to give impression of a roof;
6. Housekeeping (playhouse) furniture to include play stove, sink, and refrigerator - this would be enclosed in above structure;
7. Library nook - built-in bookshelf and display case to be constructed along housekeeping wall. (The bookcase to be 5' long x 12" wide x 12" high. The display case about 5' x 2' high.);
8. The wall opposite housekeeping are to have a storage wall of adjustable shelves, full length of wall 3' high (could be portable);
9. An apartment size kitchenette which includes a stove, refrigerator, and sink in same out of the way location, height at an adult level;
10. Adequate windows for natural lighting; and
11. Long, low sink with warm water and a drinking fountain with a foot pedal on sink for ease in hand washing.

Outdoor:

1. 3 bicycles, 2 wagons, 2 scooters;
2. Workbench for hammers and nails;
3. Drinking fountain;
4. Sandbox (5' x 5') in-ground structure which can be covered with a tarp; and
5. Playground area to include bannister slide (pipes running parallel), climbing apparatus, bars, balance beams, painted circles, bike path, hopscotch patterns, and permanent picnic table.

IX. UTILITIES

Utilities needed in the kindergarten room are as follows:

Indoor

1. 3 faucet sink at child level with warm water operated with foot pedal (including cold water drinking fountain);
2. Intercom for office communication;
3. Child-proof electrical outlets every six feet along walls;
4. Two stall bathroom (no sink);
5. Cable TV monitor and computer networking hook ups;
6. Outdoor fountain in playground;
7. 220 wiring for stove;
8. Thermostat (classroom centered for control of heating and air);
9. Clock;
10. Fire and security alarm system; and
11. Electrical outlet for refrigerator.

X. SPECIAL REQUIREMENTS

The following requirements become part of the kindergarten facilities:

1. Handicap access in all areas;
2. Fixtures, shelves, boards (everything!) built at a child's level;
3. A wall free of cupboards or other distraction with tackable surface;
4. Fenced play area with lawn and asphalt to include bike path and play structure.
5. Easy to clean writing surfaces; and
6. Two thirds of the floor space in linoleum, vinyl or tile which includes the area near bath rooms, water fountains and painting area. One third of the floor should be carpeted with anti static, stainless carpet.

XI. STORAGE

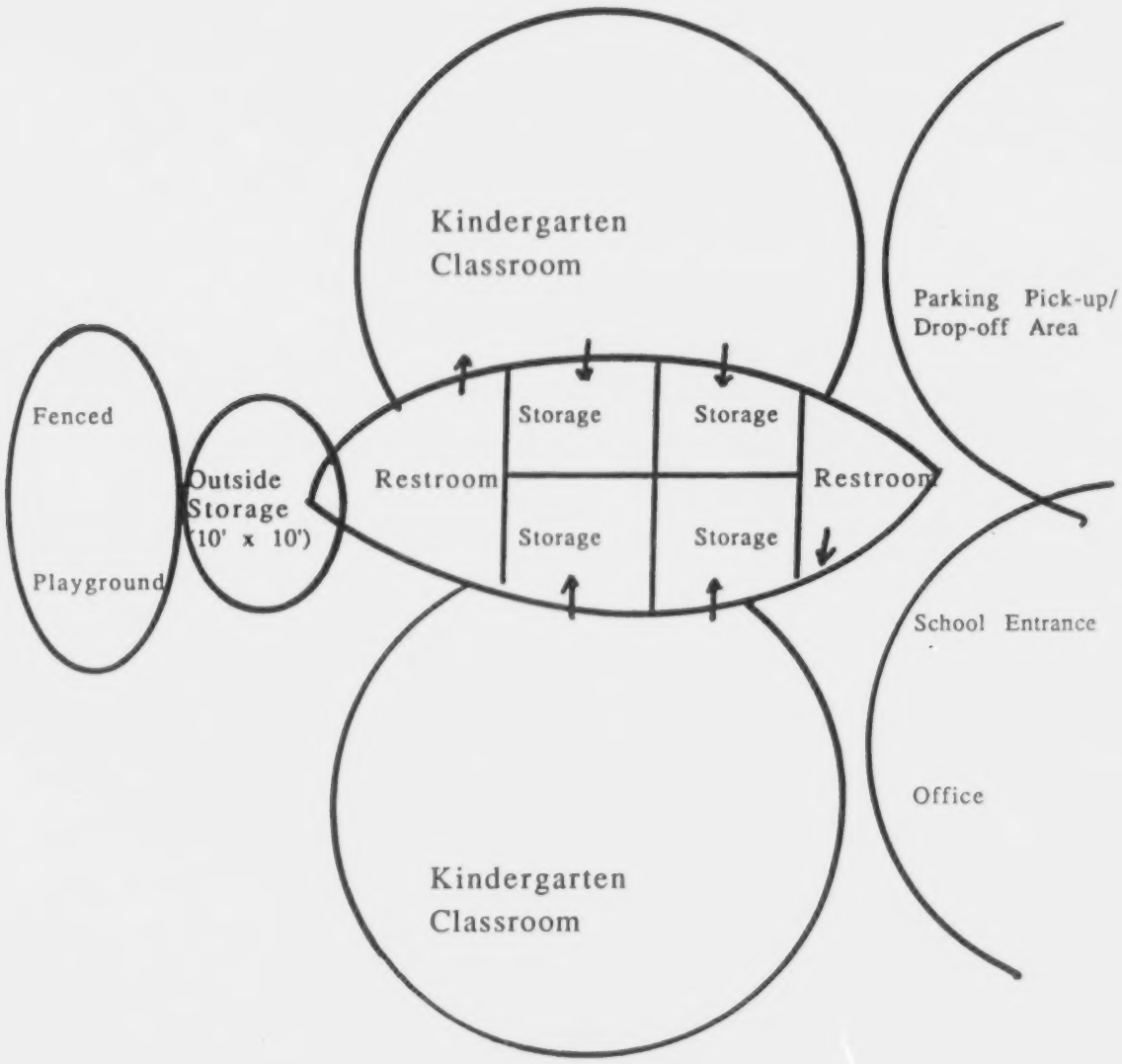
Each kindergarten classroom requires the following (lockable) storage facilities:

1. 4 individual teacher's material walk-in closets (two teachers per classroom) with counter workspace and shelved walls to help facilitate a year round program. Large drawers or individual slots for posters, big books, charts, etc.;
2. 15 coat cubicles measuring 20" x 30" with 2 coat hooks each. Above each coat cubicles would be 4 cubbies each measuring 10" x 8"; and
3. Storage room (10' x 10', minimum) for large play equipment, available to both rooms from outside play area.

XII. ENROLLMENT

There will be two kindergarten rooms with morning and afternoon sessions. There will be 28 students in each of the four sessions.

ORIENTATION AND RELATIONSHIPS
Kindergarten



FIRST GRADE CLASSROOMS

I. INTRODUCTION

The school will permanently serve K-5 and will be designed to accommodate grades 6 through 8 on a temporary basis until the middle school is constructed. Estimated enrollment will be 600-750, serving a community of predominantly middle class families. These specifications pertain to child-centered classrooms for first grade which will be used for a variety of activities in all subject areas.

II. CURRICULUM TO BE TAUGHT

The curriculum in grade one includes:

1. Language Arts: Reading, Writing, Speaking, Listening;
2. Math;
3. Science/Health;
4. Social Studies;
5. English;
6. Physical Education;
7. Fine Arts; and
8. Handwriting.

III. EDUCATIONAL OUTCOMES

At completion of the first grade, students will be able to accomplish all objectives as outlined by the district curriculum standards and the state framework for the specific grade level:

1. Read and comprehend materials in accordance with district objectives;
2. Add and subtract numbers to 12, solving simple story problems;
3. Write simple sentences; and
4. Grade level competency will be achieved in areas of Science, Social Studies, Health, Music, Language Arts, Physical Education, and Art.

IV. DISCERNIBLE TRENDS

The following trends affect the first grade program and facilities:

1. Mainstreaming handicapped;
2. Increased computer use;
3. Integrate thematic curriculum;

4. Literature-based reading programs;
5. Cooperative learning;
6. Dramatic Arts in classrooms;
7. Math manipulatives; and
8. Team teaching.

V. TEACHING AND LEARNING ACTIVITIES

Students in this area will be doing desk work, listening to teacher instruction as whole group, some small group work, working in centers, both individual and small group, and watching visuals. Individual and groups will be tutored. Skits and demonstrations will be presented and special projects displayed.

Teachers will provide whole group instruction, circulating among students, and providing individual help. Teachers operate visual aids, including overhead projectors, film projectors, and VCR units. Teachers will be using special displays, maps, and writing surfaces.

VI. ORIENTATION AND RELATIONSHIPS

Classroom areas must be located near restrooms, playground, cafeteria/multi-purpose room and with ready access to office/nurse.

Classrooms should be arranged in clusters with nearby areas for student gardening. Clusters should be enclosed by gates, so common courtyard-patio area is secure.

There should be adjacent common court/patio area with portable picnic tables (2 per classroom). Classroom windows must face the court area for supervision purposes.

VII. INTERNAL TRAFFIC

One exit opens to common courtyard with a second exit on direct opposite wall. The area near doors and back of room/sink area are to be vinyl tile and not to be carpeted. Students will move around the room individually and in small groups but will congregate and sit on the carpeted area for some group instruction.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment needed in the first grade classroom are as follows:

1. 15 student desks and chairs (double "table" type);
2. 1 teacher desk and chair;
3. 1 half-round table with cut out to seat 9-10 students and teacher with 9 student chairs;
4. 1 oblong work table;
5. Hanging map holders under high windows and above boards;
6. 1 portable computer table (24" wide, 18" deep) with adjustable height;
7. 1 computer with screen;
8. 9 student chairs to go with the oblong work table;
9. 1 mounted pencil sharpener;
10. Mounted projection screen, tilted, above chalkboard or in corner;
11. 2 storage/demo carts;
12. Dry erase boards (4' x 16') on moveable (sliding) panels (magnetic) which allow alternation, mounted at appropriate height for students and teacher use;
13. Vinyl walls should accommodate push pins and staples easily;
14. A bathroom facility with sink and toilet at lower height to accommodate first graders. Hot and cold running water with soap and towel dispenser and tissue dispenser;
15. A stain resistant, anti static carpet covering two thirds of floor (area close to door and sinks should be non-carpeted);
16. 1 sink appropriate to first grade height with one continuous running water fixture that mixes hot and cold. Drinking fountain adjacent;
17. Soap dispenser, towel dispenser;
18. Wall mounted TV (cable ready), VCR combination;
19. 1 listening station with 8 headphones;
20. 1 wall clock;
21. 1 flag mount and flag;
22. 1 intercom/phone type;
23. 4 easels;
24. 2 portable chart holders;
25. 1 four drawer letter size file cabinet; and
26. 1 shelf next to exit approximately 4' high x 6' long and 12" deep for lunch boxes. Under shelves will be two rows of double hooks with 16 double hooks in each row. One row will be at the outer edge of the shelf edge and the other row 6" lower, located on the wall under the shelf for coats and backpacks.

IX. UTILITIES

1. Electrical outlets every 6 feet of wall space;
2. Set up for listening center (110 volts) side of room;
3. Potential computer hook-ups;

4. Incandescent lighting and natural lighting or blue fluorescent with dimming capabilities;
5. Cable TV wiring;
6. Electrical outlet in center floor for projector;
7. Thermostat in each classroom; central air and heat; quiet fan; and
8. Large low transmission light windows on one side of room with capability of top opening. High row of windows on other side which open for cross ventilation. Vertical blinds for darkening.

X. SPECIAL REQUIREMENTS

1. 2 outside entrances/exits on opposite sides of room with foresight of design concerning safety of passing children on outside;
2. Wheelchair access;
3. Fire and security alarm system. Alarm system should be chosen with consideration. A movement sensitive system is not desirable since pets may be left overnight. Objects (displays) may also hang from classroom ceilings; and
4. Phone/intercom should be able to take outside calls through office transfer system.

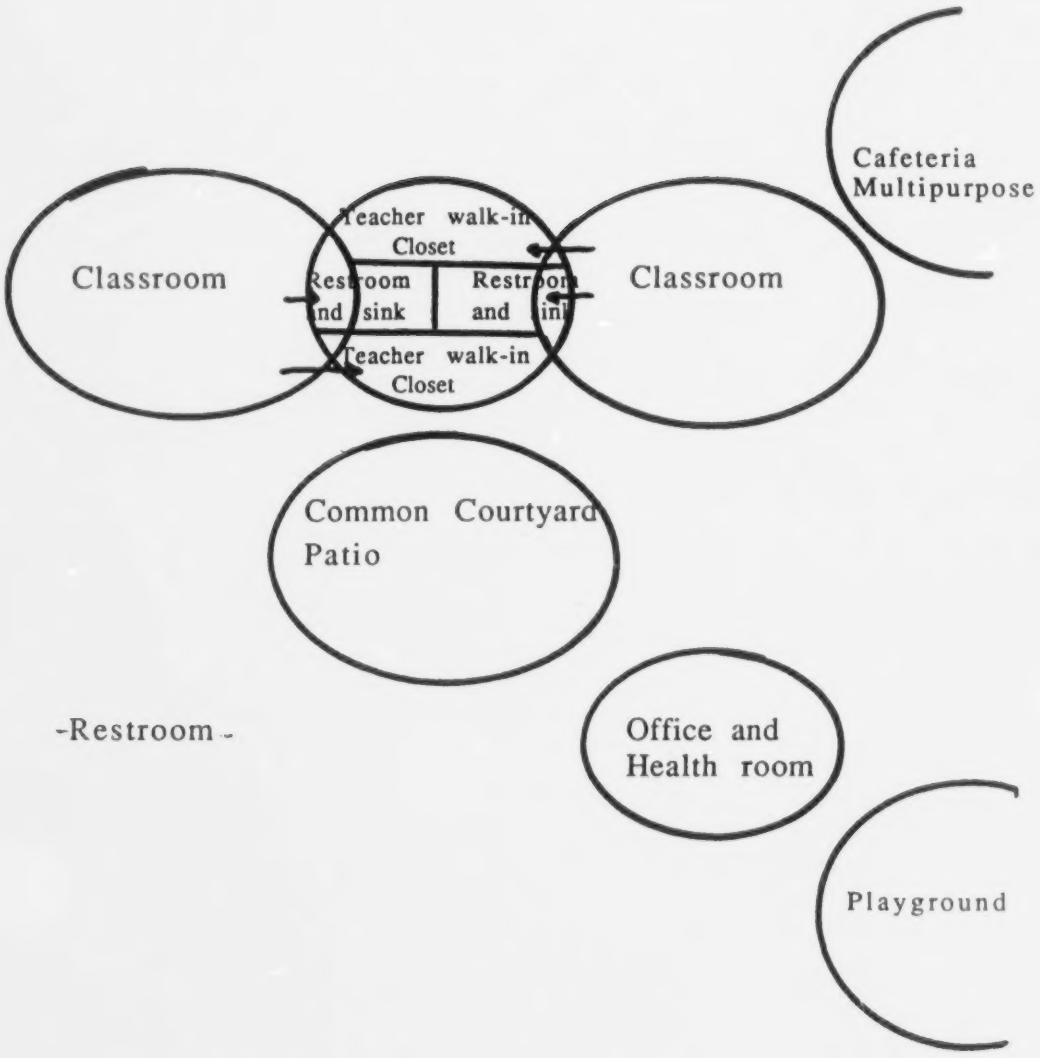
XI. STORAGE

1. Under windows along full wall a counter 30" high and 18" deep with adjustable shelving beneath; alternate portable with permanent shelves; 40" each portable shelf unit for removal in order that counter may be used as work area during school day;
2. Back of room - in wall, between 2 classrooms:
   - 1 walk in storage closet for each classroom with lock (8' wide, 9' deep) with adjustable shelves, 24" deep, floor to ceiling and 8 chart drawers, a movable on castors, on one side of closet;
   - 1 sink with full countertop, overhead cabinets, underneath cabinets per room;
   - 1 portable bookshelf - 5' tall, 12" deep, 40" long;
3. 32 cubbies (cubicles) near exit (each 6" high x 13" deep x 11" wide);
4. 1 roll butcher paper mount; and
5. Thought should be given when designing storage space to adaptability to year-round education. The storage units should have wheels and doorways must be wide enough for ready removal of these units.

XII. ENROLLMENT

There will be 2 first grade rooms with 28 students per room with a predicted enrollment of 600 with expansion during overloading periods.

ORIENTATION AND RELATIONSHIPS
First Grade Classrooms



SECOND AND THIRD GRADE CLASSROOMS

I. INTRODUCTION

This school will permanently serve grades K-5 and is being designed to serve 6-8 on a temporary basis for approximately 5 years. Estimated enrollment will be 600-750 students, with students coming from predominantly middle-class families.

These specifications pertain to child centered classrooms for grades 2-3 and will be used for a variety of activities in all subject areas.

II. CURRICULUM TO BE TAUGHT

Curriculum in grades 2-3 include:

1. Math;
2. Science/Health;
3. Social Studies;
4. Reading;
5. Language Arts;
6. Handwriting;
7. Fine Arts; and
8. Physical Education.

III. EDUCATIONAL OUTCOMES

At the completion of third grade, students will have met the student learning objectives established by the District curriculum standards and the State framework. The students will achieve competency in the following subject ares:

1. Reading;
2. Math;
3. Social Studies;
4. Science;
5. Language Arts;
6. Health;
7. Handwriting;
8. Music; and
9. Physical Education.

IV. DISCERNIBLE TRENDS

Current trends are:

1. Team teaching;
2. Integrated teaching/Thematic instruction;
3. Cooperative learning;
4. Math manipulatives;
5. Literature based reading;
6. Dramatic arts in classrooms;
7. More individualized learning;
8. Increased use of computers and other technology;
9. Hands on Science; and
10. Mainstreaming handicapped students.

V. TEACHING AND LEARNING ACTIVITIES

Learning Activities

Students in these areas will be listening to the teacher give instruction, doing desk work, group work, working in centers, and watching visuals. At times individuals or small groups will be tutored. They will also put on skits or demonstrations and do special project displays.

Teaching Activities

Teachers will be providing classroom instruction, circulating among students, providing individual help, and operating visual aids, including overhead projectors, slide projectors, film projectors, and VCR units. Teachers will also be using special displays, maps and writing surfaces.

VI. ORIENTATION AND RELATIONSHIPS

Classrooms must be located near student restrooms; one student restroom for every four classrooms. Classrooms should be arranged in clusters with nearby areas for gardening. There should be an adjacent common court/patio area with two picnic tables per classroom. One full wall of large classroom windows must face the common court for supervision purposes. The courtyard will contain a central raised landscaped area which is surrounded by benches which can be used for sitting. Picnic tables should be located near each classroom, for teacher supervision from the classroom. Each cluster should be enclosed for security purposes.

VII. INTERNAL TRAFFIC

One exit must open into common court with a second exit on direct opposite wall. Areas near doors and sink are not to be carpeted but have vinyl tile or other suitable floor surface. Students will move around the room individually and in small groups, but will congregate and sit on the carpeted area for some group instruction.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment needed for the second and third grade classroom is as follows:

1. 1 shelf next to exit, approximately 4' high x 6' long x 12" deep for lunch boxes. Under shelves will be two rows of double hooks with 16 double hooks in each row. One row will be at the outer edge of the shelf and the other row 6" lower, located on the wall under the shelf for coats and backpacks;
2. Flag mounted on wall away from teaching area;
3. Large wall clock;
4. Intercom, phone style, near dry erase boards;
5. 2 sliding dry erase boards (4' x 4') with magnetic panels and tack strips. These sliding boards are mounted over a 4' x 16' dry ease board with map railing;
6. 30 desks, 30 chairs - separate pieces, flat top, lift top;
7. 1 kidney shaped table (semi-circle);
8. 1 long rectangular table;
9. 1 small rectangular table;
10. 1 teacher desk and chair;
11. 18 student chairs;
12. 2 teacher chairs;
13. 1 computer, with screen;
14. 1 portable computer table, 24" wide x 18" deep, adjustable height;
15. Mounted projection screen, tilted, above chalkboard or in corner of room;
16. 2 storage/demo carts (3' x 2" x 36"), movable;
17. Walls should accommodate staples and pins easily;
18. Sink, hot and cold water from common spout with manual control, drinking fountain with handle at lower height;
19. Anti-static, stain treated carpet on two-thirds of the floor;
20. Non-carpeted area in back of room, one-third of room (area by door and sink, non-carpeted), of vinyl tile;
21. Wall mounted TV (cable wired), VCR per room;
22. Listening center with 8 headphones;
23. 1 portable bookshelf (5' tall x 12" deep x 40" high);
24. 1 file cabinet, 4 drawer, letter size;
25. Hanging map holders;
26. Mount for butcher paper roll, to be mounted in storage closet;
27. Pencil sharpener;

28. Coat closet and storage for teacher's belongings (lockable);
29. 1 portable chalkboard (4' x 4');
30. 1 soap dispenser at sink; and
31. 1 paper towel holder at sink, tissue dispenser.

IX. UTILITIES

Utilities are required as follows:

1. Electrical outlets on each wall, every 6';
2. Cable TV and VCR wiring;
3. Incandescent lighting and natural lighting or blue fluorescent;
4. Dimmer switch for lighting or dual control;
5. Electrical outlet in center of floor for projectors;
6. Pleasant sounding bell;
7. Set up for listening center, 110 volt, side of room;
8. Thermostat in every room; and
9. Central air conditioning and heat with quiet fan.

X. SPECIAL REQUIREMENTS

The classroom requires:

1. One door on each side of classroom in uncarpeted area;
2. Wheelchair/handicap access;
3. Classrooms must have a window facing the common court area;
4. The common courtyard must have a raised bench area all the way around a square or rectangular landscaped area, for seating purposes;
5. Windows - large windows on one side of the room to face common courtyard, windows able to open; high, small windows on opposite side of room, all high windows should open in from top down toward inside classroom; low transmission light glass with capability of emitting enough light to grow plants;
6. Vertical blinds;
7. Fire and security alarm system in each classroom which should <u>not</u> be movement sensitive; and
8. Phone/Intercom should accept the transfer of outside calls from office.

XI. STORAGE

Storage requirements are as follows:

1. Counter tops under large windows, full length of wall (30" high) with adjustable shelves underneath (18" deep), alternate portable with permanent shelves. Each section to be about 40" long with portable shelves on wheels under the counter; and
2. Student cubbies - 32 cubbies (6" high, 13" deep, 11" wide).

Back of Room

In the wall, between two classrooms:

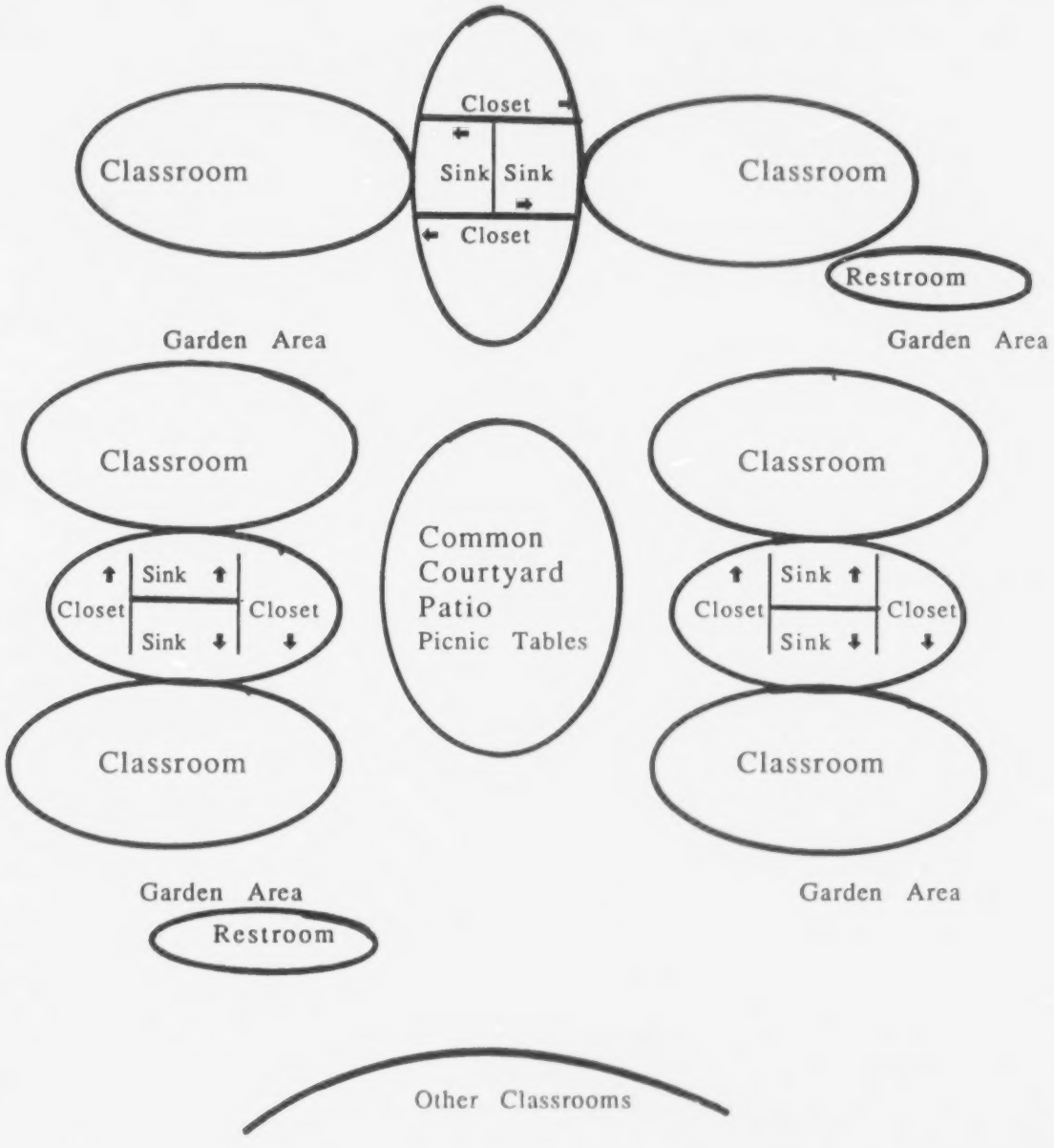
1. 1 walk-in, lockable, storage closet per room, at least 9' in length, 8' deep with adjustable shelves (24" deep floor to ceiling) and 8 chart drawers on one wall of closet;
2. 1 sink with full countertop, overhead cabinets, underneath cabinets per room; and
3. Storage should be planned for year-round storage which would include portable cabinets.

Each closet and sink counter will occupy one half the back wall (at least 18') facing into one classroom and the other closet/sink area facing into the other classroom.

XII. ENROLLMENT

There will be six classrooms for grades second and third (3 each). The enrollment will be 28 students per room. The total school enrollment will be 600 with possible peak load expansion.

ORIENTATION AND RELATIONSHIP
Second and Third Grades



FOURTH AND FIFTH GRADE CLASSROOMS

I. INTRODUCTION

This school will serve grades K-5; however, it will serve grades K-8 temporarily for three to five years. Expected enrollment will be approximately 650 students, with students coming from predominantly middle class families.

These specifications pertain to child centered classrooms for grades 4 and 5 which will be used for a variety of activities in all subject areas.

II. CURRICULUM TO BE TAUGHT

Curriculum taught in grades 4 and 5 include a variety of activities in the following subject areas:

1. Language Arts, Reading, Literature;
2. Handwriting;
3. Math;
4. Science and Health;
5. Social Studies;
6. Fine Arts; and
7. Physical Education.

III. EDUCATIONAL OUTCOMES

Students in fourth and fifth grades will achieve competency according to district learning objectives in the following subject areas:

1. Language Arts;
2. Reading;
3. Social Studies;
4. Science;
5. Health;
6. Mathematics;
7. Physical Education;
8. Art;
9. Handwriting; and
10. Music.

IV. DISCERNIBLE TRENDS

Current trends indicate:

1. Team teaching;
2. Integrated teaching with thematic curriculum approach;
3. Cooperative learning groups;
4. Math manipulatives;
5. Literature-based reading, including emphasis on drama and other performing arts;
6. More individualized learning;
7. Increased use of computers and other technology;
8. More hands-on science; and
9. Accommodating children with a variety of handicaps.

V. TEACHING AND LEARNING ACTIVITIES

Students in these areas will be listening to the teacher give instruction, doing desk work, group work, center work, and watching visuals. At times individuals or small groups will be tutored. They will also put on skits, prepare special project displays, and do demonstrations.

Teachers will be providing classroom instruction, circulating among students to provide individual help, and operating visual aids, including overhead projectors, film projectors, and VCR units. In addition, teachers will also be using maps, graphics, and writing surfaces.

VI. ORIENTATION AND RELATIONSHIPS

The classroom should be:

1. Near restrooms;
2. Arranged in clusters with nearby areas for gardening adjacent common court/patio area with picnic tables;
3. Must have windows toward common area for supervision;
4. Two picnic tables should be located in front of each classroom's window for supervision;
5. The landscaped area in courtyard should be raised and surrounded by bench for sitting; and
6. Clustered classrooms should be enclosed and be lockable for security purposes.

VII. INTERNAL TRAFFIC

Students will move from classroom through a door to a common courtyard. There will also be a door directly across on opposite wall for exit. Students will move around the room individually and in small groups, but will congregate and sit on the carpeted area for some group activities.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment is required:

1. Clock;
2. Intercom, phone style, located near dry erase board;
3. 2 dry erase boards (4' x 12') with tack strip along top with movable sliding panels;
4. 30 student desks, one unit, universal (laminated writing surface) with lift up top and storage in desk;
5. 1 teacher desk;
6. 1 teacher chair;
7. 1 round table - 50" diameter - laminated top;
8. 6 chairs;
9. 1 computer and printer;
10. 1 computer table, approximately 48" long;
11. 2 chairs by computer;
12. Overhead screen (permanently open), mounted on (tilted) angle, above chalkboard;
13. 2 movable storage/demonstration carts (3' x 2' x 3' high);
14. Tackable surface walls to accommodate pushpins and staples easily;
15. Sink with drinking fountain and faucet with hot and cold water;
16. Counter below windows full length of one wall with cabinets below, non-scratch material on top, adjustable shelving;
17. Anti static carpet covering two-thirds of the room, away from sink. Floor covering by the sink will be vinyl tile or other hard surface for ease in cleaning;
18. Wall-mounted TV and VCR, cable wired;
19. Vertical blinds;
20. Pencil sharpener;
21. Freestanding bookcase (5' tall, 12" deep, 40" high);
22. Four drawer file cabinet, legal size;
23. Hanging map holders;
24. 1 shelf next to exit approximately 4' high from floor x 6' long x 12" deep for lunch boxes. Under shelves will be 2 rows of 16 coat hooks. One row will be on the wall about 6" below shelf. One row will be on outer edge of shelf; and
25. Student cubbies/mail boxes to be 11" wide, 12" deep, with adjustable shelves. These need to be convenient to door and coat area.

IX. UTILITIES

The following utilities are required:

1. Electrical outlets on each wall every 6'. On the wall with the counter they should be located above the counter about every 3';
2. Cable TV wiring with surge control;
3. Sink with hot and cold water with common spout with drink fountain with manual control;
4. Incandescent lighting and natural lighting or blue fluorescent lighting;
5. Large windows on one side of room toward common area, low transmission light windows, some sections able to open. Windows should admit enough light for growing plants;
6. High row of windows on opposite side, able to open;
7. Electrical outlet in center of floor;
8. Dimmer switch;
9. Wiring for one computer;
10. Thermostat control in each room;
11. Heating, ventilation, air conditioning system with central monitoring controls; and
12. Intercom/phone should be type that can accept transfer of outside calls from main office.

X. SPECIAL REQUIREMENTS

The special requirements in these classrooms are as follows:

1. Lighting - "the good kind" fluorescent;
2. Anti-static carpet;
3. Two doors;
4. Handicapped access;
5. Central air conditioning/heating with quiet fan;
6. Window toward common area in cluster (for supervision);
7. Fire and security alarm system; and
8. Areas in front of doors and sinks are not to be carpeted. The floor should be vinyl tile or some similar easily cleaned surface.

XI. STORAGE

The storage required is listed below:

Under the wall with windows will be a full length counter 18" wide. There will be four sections. Two that are permanent adjustable open shelves and two sections that are portable, 40" long, which can be pulled out so students can work along the counter. Counters should be desk table height, appropriate for 9-11 year olds.

Back of Room

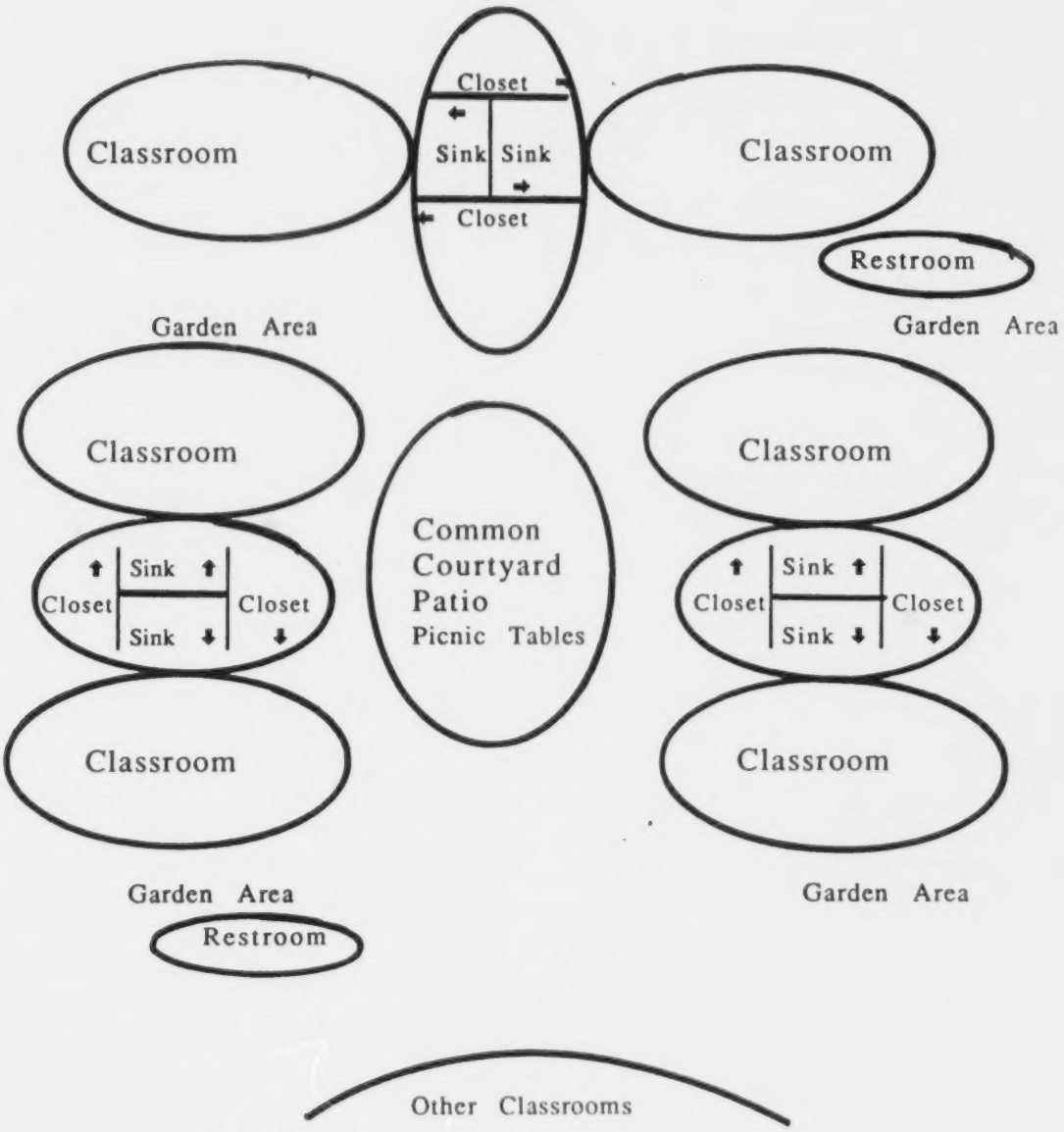
1. Walk-in closet (8' deep x 9' long) in wall between two classrooms;
2. Closet will have adjustable shelves floor to ceiling with 8 chart drawers of poster size ;
3. Mounting for butcher paper;
4. Adequate storage for year round program should include movable cabinets; and
5. Sink with cabinets above and below will be along back wall.

Sink and cabinet space and closet will take up one half the wall while the same arrangement will face the other classroom for the other one half of the wall. Each classroom has its own sink, cabinet, and closet.

XII. ENROLLMENT

There will be six classrooms for fourth and fifth grades (3 each). There will be 28 students per room. The total school will be planned for 600 students with possible add on for emergency purposes.

ORIENTATION AND RELATIONSHIPS
Fourth and Fifth Grades



SIXTH, SEVENTH, EIGHTH GRADE CLASSROOMS

I. INTRODUCTION

This school will serve grades K-5; however, *it will serve grades K-8 temporarily for three to five years.* Expected enrollment will be approximately 650 students, with students coming from predominantly middle class families.

These specifications pertain to classrooms for grades six, seven, and eight which will be used for a variety of activities in all subject areas. The classrooms will become K-5 classrooms when the middle school is completed.

II. CURRICULUM TO BE TAUGHT

Curriculum taught in grades 6-8 include a variety of activities in the following subject areas:

1. Language Arts, Reading, Literature;
2. Handwriting;
3. Math;
4. Science and Health;
5. Social Studies;
6. Arts and crafts;
7. Physical Education;
8. Music; and
9. Home Economics.

III. EDUCATIONAL OUTCOMES

Students in sixth, seventh, and eighth grades will achieve competency according to district learning objectives in the following subject areas:

1. Language Arts;
2. Reading;
3. Social Studies;
4. Science;
5. Health;
6. Mathematics;
7. Physical Education;
8. Art;
9. Handwriting;
10. Music;
11. Home Economics.

IV. DISCERNIBLE TRENDS

Current trends indicate:

1. Team teaching;
2. Integrated teaching with thematic curriculum approach;
3. Cooperative learning groups;
4. Math manipulatives;
5. Literature-based reading, including emphasis on drama and other performing arts;
6. More individualized learning;
7. Increased use of computers and other technology;
8. More hands-on science; and
9. Accommodating children with a variety of handicaps.

V. TEACHING AND LEARNING ACTIVITIES

Students in these areas will be doing desk work, listening to the teacher give instruction, some group work, center work, and watching visuals. At times individuals or small groups will be tutored. They will also put on skits or demonstrate or do special project displays.

Teachers will be providing classroom instruction, circulating among students to provide individual help, and operating visual aids, including overhead projectors, film projectors, and VCR units. In addition, teachers will also be using maps, graphics, and writing surfaces.

VI. ORIENTATION AND RELATIONSHIPS

The facilities should have the following orientation:

1. Near restrooms;
2. Arranged in clusters with nearby areas for gardening adjacent common court/patio area with picnic tables;
3. Must have windows toward common area for supervision; and
4. Courtyard should have capabilities of being closed off from playground (gates, etc.) for supervision purposes.

VIII. INTERNAL TRAFFIC

Students will move into the classroom desk area, through a door to common courtyard, exit out the other door directly across from the courtyard. Students will move around the room individually and in small groups, but will congregate and sit on the carpeted area for some group activities.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment is required:

1. Dual cassette player;
2. Coat rack with hangers, for 30 students;
3. Shelves for lunch boxes, for 30 students;
4. Clock;
5. Intercom, phone style, located near chalkboard;
6. 2 dry erase boards (4' x 4') with magnetic panels with tack strip along top of a 4' x 16' dry erase board with movable sliding panels;
7. 30 student desks, one unit, universal type or separate desks and chairs (laminated writing surface) with lift up top and storage in desk;
8. 1 teacher desk;
9. 1 teacher chair;
10. 1 round table - 50" diameter - or rectangular 6' x 2 1/2';
11. 6 chairs;
12. 1 computer and printer;
13. 1 computer table, approximately 48" long;
14. 2 chairs at computer area;
15. Trash cans, 1 large, 1 small;
16. Overhead screen, mounted on angle, above chalkboard when open or in corner;
17. Vinyl walls (appropriate wall cover) to accommodate pushpins and staples easily;
18. Sink with drinking fountain and faucet with hot and cold water;
19. Anti static carpet covering two-thirds of the room, away from sink and vinyl floor tile or similar clean floor surface on the one-third of the area near the sink;
20. Wall-mounted TV and VCR, cable wired;
21. Vertical blinds;
22. Pencil sharpener;
23. Freestanding bookcase (5' tall, 12" deep, 40" high) with adjustable shelves;
24. Four drawer file cabinet, legal size;
25. Hanging map holders; and
26. Paper towel dispenser.

IX. UTILITIES

Utilities need in the classrooms include:

1. Electrical outlets on each wall every 6';
2. Cable TV wiring;
3. Sink with hot and cold water with common spout with drink fountain with manual control;
4. Incandescent lighting and natural lighting or blue fluorescent lighting;

5. Large windows on one side of room, low transmission light windows, high row of windows on opposite side which open;
6. Electrical outlet in center of floor for audio/visual equipment;
7. Dimmer switch; and
8. Wiring for one computer.

X. SPECIAL REQUIREMENTS

Special requirements include:

1. Lighting - "the good kind" fluorescent;
2. Anti-static carpet;
3. Surge control on electric outlets as needed;
4. Two doors;
5. Handicapped access;
6. Central air conditioning/heating with quiet fan; and
7. Window toward common area in cluster (for supervision).

The area in front of doors and by the sink should not to be carpeted, but have vinyl tile or some similar hard, cleanable surface.

Wall facing court:

The wall will consist of two 4' x 6' windows centered and facing court. One door facing the court, one window at each end of wall 3' x 6' vertical and approximately 1' from ceiling and 1' from floor.

XI. STORAGE

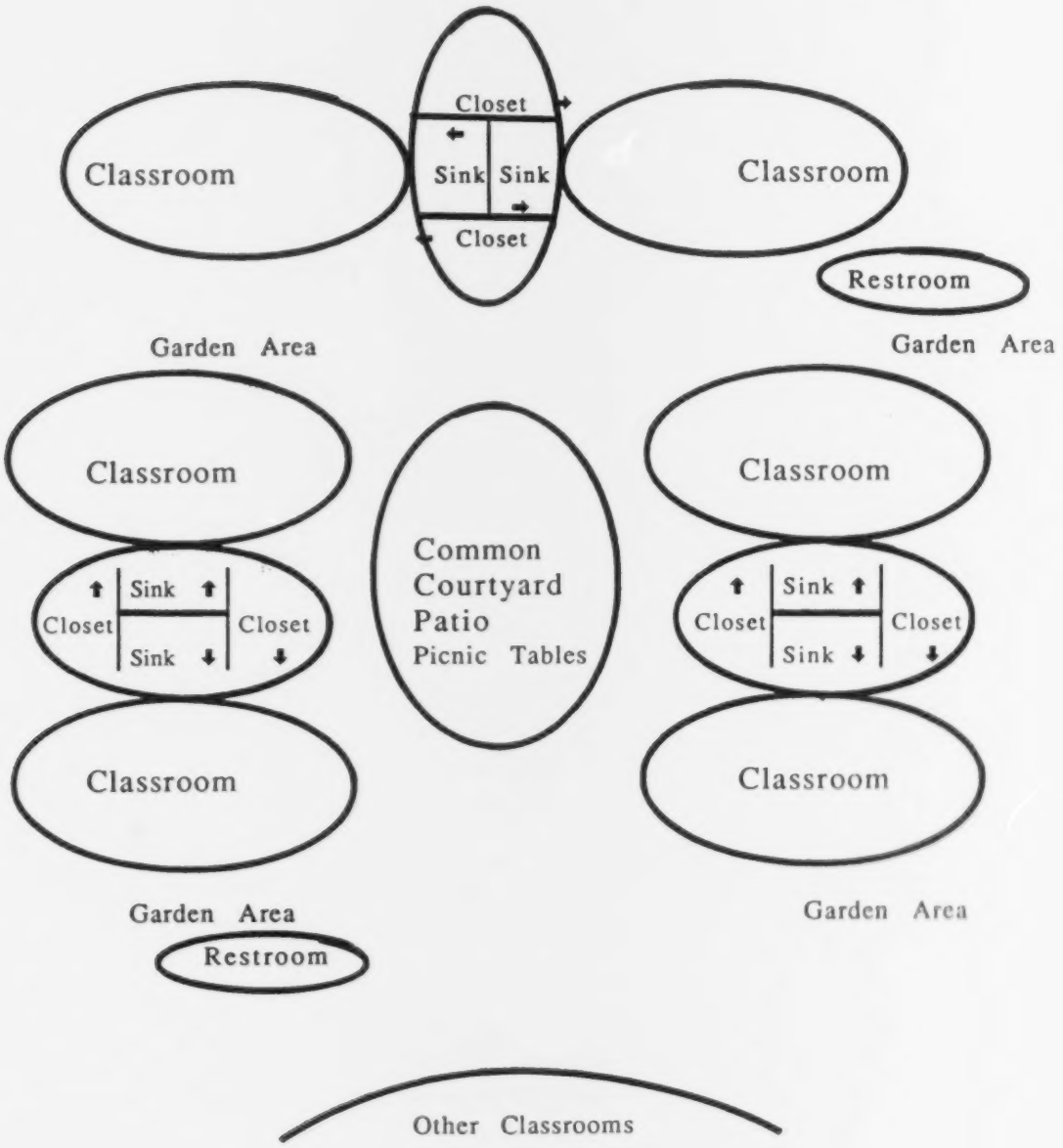
Storage requirements include the following:

1. Counter with shelves underneath (20' x 24" x 27")
   Counter top extended at 1' over covered shelving (1' deep) for seated work surface, about 27" high;
2. Counter opposite of wall with large windows;
   Counter adjacent to 4' sink section with hot and cold water;
3. Laminated writing surface on all counters; and
4. Lockable walk-in closet (6' wide x 4 ' deep) in wall between two classrooms with adjustable shelves and 8 chart drawers (24" deep) on sides (floor to ceiling) and mount for butcher paper roll for teacher's use.

XII. ENROLLMENT

There will be six classrooms for grades six, seven and eight (2 classrooms for each grade level). There will be 28 students per room. The total school enrollment will be 600 with possible overload expansion.

ORIENTATION AND RELATIONSHIP
Sixth, Seventh and Eighth Grades



5.5

MULTIPURPOSE ROOM AND CONVENIENCE KITCHEN

I. INTRODUCTION

The multipurpose room with kitchen is used for a variety of purposes. The main function is a multi use facility. It will be used for lunch room, assembles, concerts, school productions, school sports, physical education, school movies, banquets, community meetings, PTA fund raisers, and intramural activities. The kitchen is separated by a rollup door and is used for heating and serving food, class projects, and community activities.

II. CURRICULUM TO BE TAUGHT

The curriculum areas served by the multipurpose room includes:

1. Physical Education including basketball and volleyball;
2. Drama;
3. Nutrition/Foods Projects;
4. Art projects;
5. Assemblies;
6. Rainy day recess;
7. Dances;
8. Meeting;
9. Graduation exercises; and
10. Intramural activities.

III. EDUCATIONAL OUTCOME

1. Students will be able to participate in competitive sports in which the entire class can be active. (The sports which are performed are badminton, volleyball, basketball, etc.);
2. Band, choir, drama performances will enhance student skills and appreciation of fine arts;
3. Kitchen will be used to heat and serve meals for the entire school;
4. The stage will allow for band, music, and drama performances, and the possibility of classroom instruction in one of these areas; and
5. Convenience kitchen will be used for community purposes.

IV. DISCERNIBLE TRENDS

In the future the multipurpose room will be used for a gym, cafeteria, performances, community activities, and an emergency shelter facility.

V. ACTIVITIES

Students will be performing the following activities in Physical Education:

1. Basketball;
2. Volleyball;
3. Tumbling;
4. Badminton;
5. Dancing; and
6. Various indoor games.

Teachers will be teaching:

1. Physical education including physical fitness;
2. Drama; and
3. Music, band, *choir*, etc.

The multipurpose room will be used for the following activities:

1. Band concerts;
2. Plays;
3. Talent shows;
4. Meetings;
5. Movies;
6. Community education;
7. Lunches;
8. Fund raisers;
9. *Graduation exercises*;
10. Assemblies; and
11. Emergency services.

Food Services activities will include:

1. Heating and serving food; and
2. Consumption of food.

Convenience kitchen activities will include:

1. Heating and cooking food for community uses.

VI. ORIENTATION AND RELATIONSHIPS

The multipurpose room should include inside bathrooms, drinking fountains, and storage rooms. The orientation and relationship include:

1. The multipurpose room should be removed from classroom areas and close to outside fields;
2. The kitchen area should be separated from the main floor of the multipurpose room with a wall and one roll up serving window over the 8' serving counter;
3. There should be an access door to the kitchen area from the outside for delivery service;
4. There also should be a drive-up access to outside door;

5. There should be a door from kitchen to multipurpose room;
6. The multipurpose room should be close to the parking area for easy access for the public;
7. The stage should adjoin the main floor and have double access doors to the rear, with ramps for loading/unloading, and a handicap entrance;
8. The stage should be accessible through a door inside the multi-use building;
9. The stage can be a raised stage with storage underneath, or raised, at 1' higher than Union House School Stage, several steps up (like Union House stage) the width of the stage;
10. A stage door to main floor is not necessary with stepped stage like Union House;
11. Adjacent to stage, outside, should be an amphitheater which opens to a quad area covered by a shade cloth (for hot weather use like Union House School);
12. Stage inside multipurpose room could also have retractable stairs across the front, which could fold into, flush, with wall, allowing more space for activities;
13. Music storage room for instruments, music stands and sheet music;
14. Multipurpose room should have at least four double door entry/exits to outside for convenience and safety; and
15. Convenience kitchen should be adjacent to food services kitchen, with lockable, solid sliding door separating the two rooms.

VII. INTERNAL TRAFFIC

The main floor will seat and accommodate at least 750 and need visibility to the stage. The people will be moving in and out in the facility in five minutes of time. There should be room for a basketball court when the three-tier bleachers are in place.

Classes of students will enter and exit the multipurpose room periodically during the day for instruction.

Some students will buy hot lunches. The students buying hot lunches will need to be served quickly and all students will be disposing of waste. Students will exit the room when dismissed. Approximately 350 students will be seated at one time during lunch.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment needs include the following:

1. 6 adjustable and retractable basketball hoops to accommodate all age groups;

2. Basketball backboards should be retractable (full court only) and if backboard obstructs visibility to stage with crash pads at the ends of full court;
3. A 3-tier collapsible movable aluminum bleachers to seat 350;
4. 350 folding chairs will be needed, with dollies, to store under stage;
5. Piano on fixed portable rolling stand with safety lock on rollers;
6. 2 volleyball/badminton standards and nets;
7. Clocks in kitchen, stage, main multipurpose room, with cage covering;
8. Stage: PA system with tape deck, phonograph, speakers; curtains, center drawn front to audience, black out; sound proof, sliding door; electrical outlets in front of stage with mike jacks located in floor and on the walls;
9. A 4' x 12' writing surface on stage wall for teaching purposes;
10. Retractable projection screen;
11. Cafeteria:
fold-up tables and benches to seat 350 students, either portable or attached into wall;
12. Large garbage cans;
13. Physical Education office;
14. Small scoreboard for basketball games; and
15. Speakers in multipurpose room walls from PA system.

Kitchen:

1. Microwave
2. Two compartment sink 29 x 23 with 30" drainboards on both ends. Overall dimension 89" x 28 1/2" deep with garbage disposal;
3. Convection oven range with hood over head - Approximately 36" H x 38" D x 36" W. POWER: 115V - 12 Amps or 220V - 6 Amps;
4. Two door refrigerator for milk and products 53" W x 84" H x 37" D;
5. Hot holding cabinet - approximate size 28" W x 34" D x 70" H. POWER: 2000 watts 110-120V 60Hz 3 Prong plug;
6. Serving counter approximately 8 feet long preferably a step down counter with under counter storage;
7. Counter or table work space approximately 5' x 24" or 30";
8. Access doors to multipurpose room. Outside access door for easy delivery;
9. At least 5 separate 3-prong plug ins; and
10. Small desk area for record keeping.

Convenience Kitchen:

1. Stove with oven;
2. Refrigerator;
3. Deep stainless steel sink with gooseneck faucet and garbage disposal; and
4. 3' counter next to sink.

IX. UTILITIES

The utilities required in the various areas are indicated below.

Multipurpose Room:

1. Lockable electrical outlets placed around the multipurpose room for projectors, special lighting, and sound equipment (about every 12 feet);
2. Drinking fountains and bathroom entrances should be from inside the multipurpose room;
3. Speakers and PA system in the multipurpose room;
4. Electrical outlets every 6' in small office;
5. Intercom;
6. Cable TV/VCR connections;
7. HVAC central controls;
8. Fire and security system;
9. Wiring for scoreboard on wall; and
10. Wiring for speakers from PA system.

Stage:

1. Stage lighting with overhead spots with a dimming system;
2. PA system - electrical wiring on and in front of stage and on sides of stage;
3. Telephone, intercom to classroom/office;
4. Cable TV/VCR connections;
5. HVAC central controls; and
6. Fire and security system.

Kitchen:

1. Telephone in kitchen with intercom;
2. Power to convection oven 115V - 12 amps or 220V - 6 amps;
3. Power to hot holding cabinet 2000 watts 110-120V 60 Hz 3 prong plug;
4. At least 5 separate 3 prong plug ins;
5. Computer terminal;
6. Adequate ventilations (heating and air conditioning);
7. Fire and security system; and
8. Water to sink (hot and cold).

Convenience Kitchen:

1. Power to stove (220 V);
2. Power to garbage disposal (110);
3. Water to sink (hot and cold); and
4. Two electrical outlets above counter which meet code requirements.

X. SPECIAL REQUIREMENTS

The following special requirements should be planned in the facilities:

1. Retractable backboards in front of stage, at the ends of the full court;
2. Ceilings high enough for basketball and volleyball;
3. Kitchen access door to outside delivery to be large enough for appliances and bulk supplies;
4. All entrances to multipurpose room are double doors, one back stage;
5. Wheelchair access to multipurpose stage and multipurpose room;
6. Garbage area nearby with easy access to area from kitchen and lunch area;
7. Stage should be on one end of full court;
8. Walls and ceilings should be of material to produce high quality acoustics, but not damaged by balls; and
9. Convenience kitchen door should be solid, sliding door.

XI. STORAGE

Kitchen storage is necessary under counter to house 18" by 26" by 4" deep pans about 10, and 12" to 14" kettles (about 10). These shelves should have doors. Six sets of cupboards, one above sink, 3' x 4' adjustable shelves on all. Lockable closet for parents club with shelves floor to ceiling 4' x 5'. Storage must be accessible to main playing floor area for the following:

1. Lockable racks to store various types of balls;
2. Mats - tumbling (under stage);
3. PA system;
4. Volleyball/badminton standards and nets;
5. Scoreboard control box;
6. Tables and benches;
7. Bleachers;
8. Folding chairs (under stage or closet if stage is low);
9. Bats;
10. Bases;
11. Jumpropes;
12. Portable record player or tape deck;
13. If stage is raised, area underneath for folding chairs and tumbling mats;
14. Adequate closet storage for small props (6' x 8') and costumes (lockable) backstage;
15. Lockable Physical Education instructor/teacher's room (office) 12' x 12' to include storage of small Physical Education equipment (see Equipment);
16. If available, loft storage with stairs for access; and
17. Convenience kitchen storage should include closed, cabinet space above sink and stove, and below sink and counter.

XII. ENROLLMENT

Approximately 60 for Physical Education instruction.

Approximately 350 for food service, two shifts.

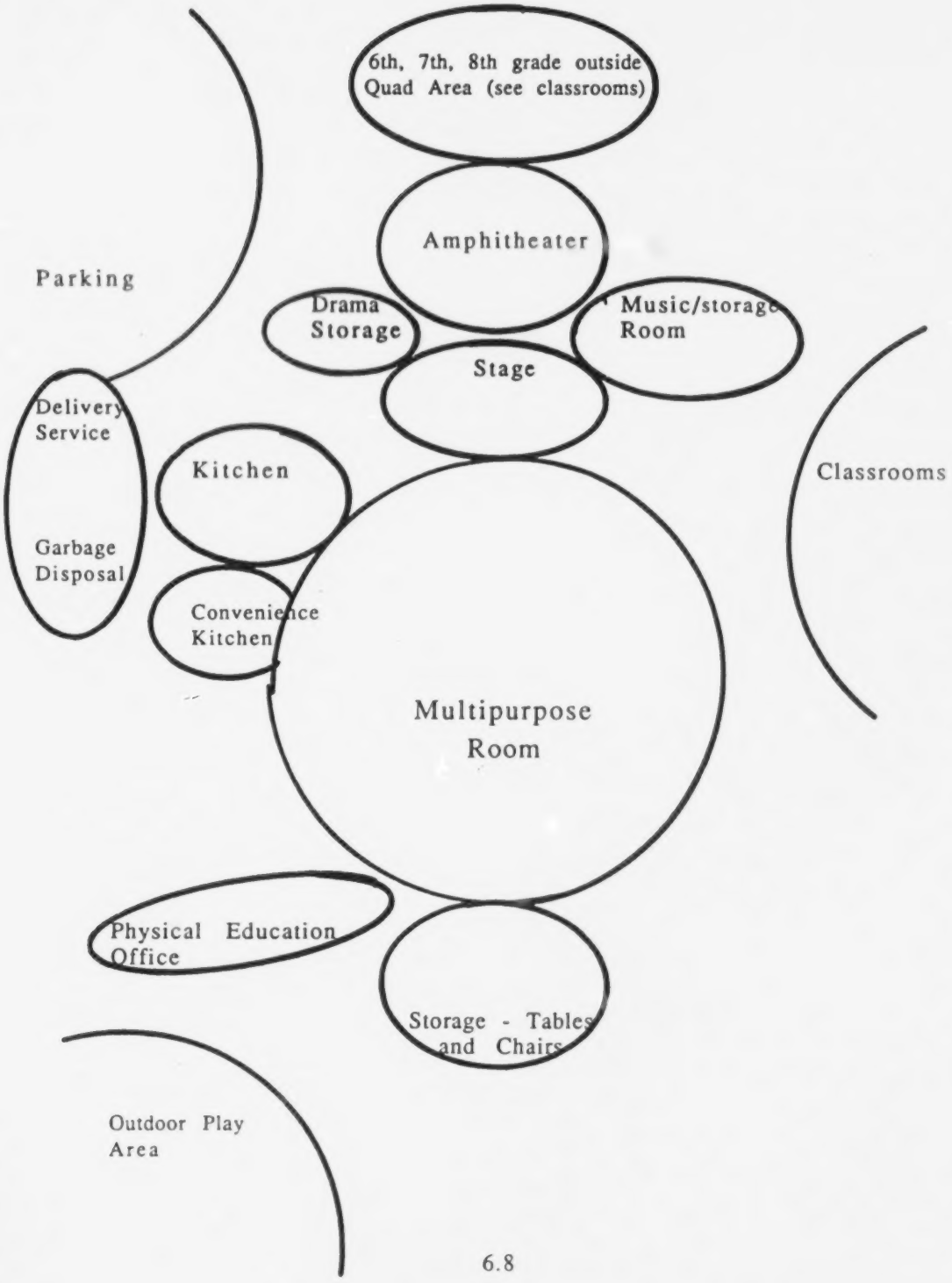
Approximately 350 for public events.

Approximately 650 for assembly.

The stage should accommodate small drama and school productions or band or choruses.

ORIENTATION AND RELATIONSHIPS

Multipurpose Room



6.8

DRAMA AREA IN MULTIPURPOSE ROOM

I. INTRODUCTION

Drama is an elective program which will potentially be available for students 6th through 8th grade. The program will be part of the language arts program and most the instruction will take place in the classroom.

The multipurpose room with the stage and outside court area will also be used for rehearsals and performances by K-5 teachers, the school, and by the community.

II. CURRICULUM TO BE TAUGHT

Curriculum will include beginning instruction in Creative Dramatics:

1. *Pantomime;*
2. *Gibberish;*
3. *Role Playing;*
4. *Characterization;*
5. *Storytelling; and*
6. *Reader's Theater.*

Will also include instruction in:

1. *Stage Presence;*
2. *Voice Projection;*
3. *Stage Directions;*
4. *Script Reading;*
5. *Script Writing;*
6. *Set Design; and*
7. *Presentation and Performances.*

III. EDUCATIONAL OUTCOMES

Students will learn:

1. *How to work together for a common goal;*
2. *Improve in stage presence and their ability to speak or perform in front of others including parents and peers; and*
3. *How to develop and perform script.*

School and Community will:

1. Hold school plays and classroom activities using the stage; and
2. Hold meetings and cultural events requiring stage and related facilities.

IV. DISCERNIBLE TRENDS

Trends in Dramatic Arts involves:

1. *Performance on video and using video as a means for self evaluation; and*
2. *Video making with editing capabilities.*

V. TEACHING AND LEARNING ACTIVITIES

Students will do the following:

1. Plan, perform, write in small groups or individually;
2. Watch videos;
3. Rehearse and perform;
4. Have whole group instruction (notetaking and lecture);
5. Make videos; and
6. Use music.

The teacher will do the following:

1. Lecture;
2. Supervise writing, editing of original scriptwork;
3. Supervise rehearsal and performance; and
4. Videotape or supervise taping.

VI. ORIENTATION AND RELATIONSHIPS

The classrooms should be as close as possible to multipurpose room, courtyard and stage.

VII. INTERNAL TRAFFIC

Students will use the classroom for some activities. They will move to outdoor courtyard for some activities and to the stage in multipurpose room for some activities and for rehearsal and performance.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment is required:

1. PA System;
2. Stage lighting;
3. Props;
4. Video equipment; and
5. Screen.

(See Multipurpose Room)

IX. UTILITIES

See Classroom and Multipurpose Room.

X. SPECIAL REQUIREMENTS

Electrical outlets outdoors in 6, 7, 8 grades courtyard for tape decks, lights and other equipment needs.

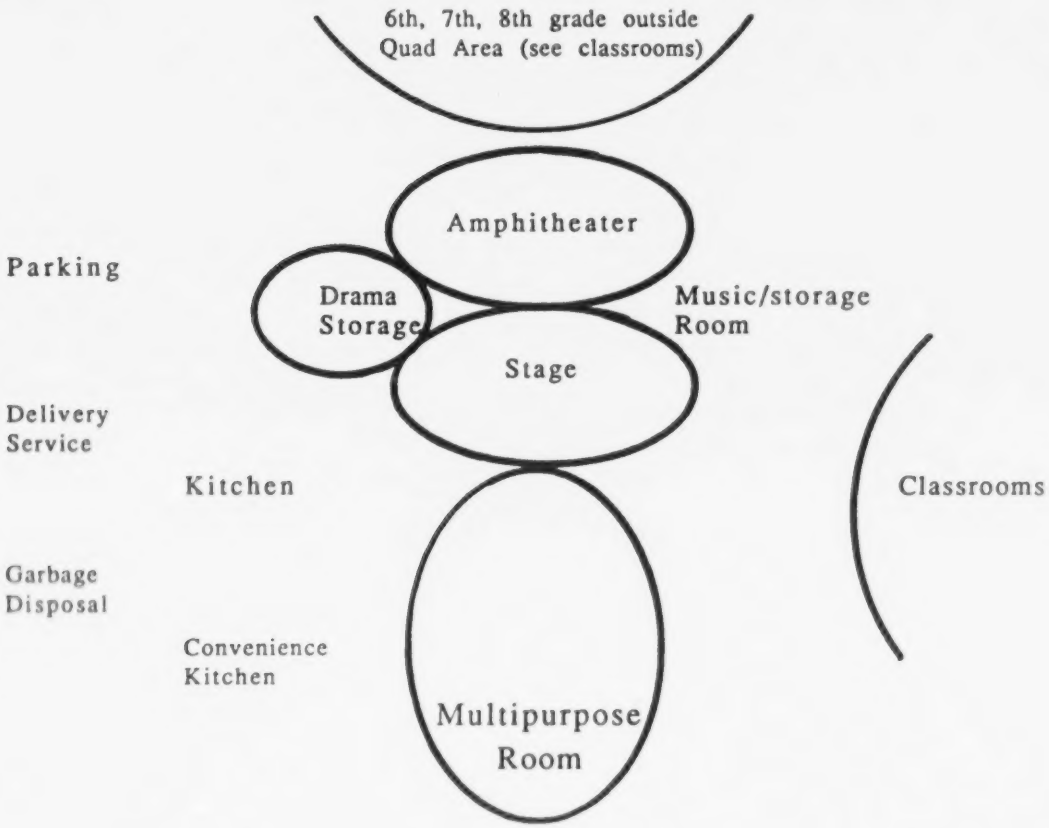
XI. STORAGE

See Multipurpose Room (stage).

XII. ENROLLMENT

Thirty students will be involved in classroom activities. Performances in the multipurpose room will accommodate 750 people. See Multipurpose Room.

ORIENTATION AND RELATIONSHIPS
Drama Area - Multipurpose Room



Physical Education
Office

Storage - Tables
and Chairs

Outdoor Play
Area

7.4

MUSIC IN MULTIPURPOSE ROOM

I. INTRODUCTION

The music program will be functioning from the regular classroom and instructed by the regular classroom teacher in grades K-5. An alternative program would involve the hiring of a music expert for the K-5 grades, who would rotate amongst these classes. *A program for the 6-8 grades would be taught by a music specialist either full time teacher of contract hire part time.*

II. CURRICULUM TO BE TAUGHT

The music curriculum to be taught to K-5 grades would include:

1. Rhythm;
2. Music theory;
3. Performing with small instruments (recorders, etc.); and
4. Identification of music instruments.

The curriculum for 6-8 grades would include:

1. *Music appreciation;*
2. *Chorus and vocal instruction; and*
3. *Band (optional).*

III. EDUCATIONAL OUTCOMES

Sixth through eighth grade students are expected to learn:

1. *The skills necessary to perform in an instrumental group;*
2. *Appreciation of different musical forms;*
3. *To perform with an instrument;*
4. *To sing with confidence;*
5. *Musical theory; and*
6. *To enjoy group singing.*

Kindergarten through fifth grade students are expected to learn:

1. Appreciation of different musical forms; and
2. Appreciation of musical theory.

IV. DISCERNIBLE TRENDS

Music programs are being limited in academic areas, especially in secondary levels due to the increased requirements in the academic areas.

V. TEACHING AND LEARNING ACTIVITIES

The activities for K-5 grade students will involve:

1. Singing;
2. Moving to the beat;
3. Playing instruments; and
4. Learning basic theory.

The activities for 6-8 grade students will include:

1. *Singing;*
2. *Moving to the beat;*
3. *Writing theory;*
4. *Playing instruments;*
5. *Learning to read music; and*
6. *Performing.*

Teachers will be:

1. Playing the piano;
2. Using audio equipment;
3. Lecturing;
4. *Instructing in the use of band instruments; and*
5. Supervising rehearsals for performances.

VI. ORIENTATION AND RELATIONSHIPS

K-5 students will be instructed in the classroom. *Sixth through eighth grade students can be instructed on the stage and multipurpose room. The classrooms should have easy access to the multipurpose room.*

VII. INTERNAL TRAFFIC

Thirty students will be instructed in the classroom for K-5 grades. Approximately 30 students will be entering the stage or multipurpose at one time and exiting together. *The band will be using music stands and need room for large musical instruments.*

VIII. FURNITURE AND EQUIPMENT

The K-5 grade music program will use the following furniture and equipment: (for each classroom):

1. Dual cassette recorder;
2. Piano;
3. Small musical instruments (recorders, etc.); and
4. Regular classroom furniture.

The 6-8 grade music program will use the following equipment and furniture:

Band:

1. *Dual cassette recorder;*
2. *Piano;*
3. *Band instruments;*
4. *Music stands (30);*
5. *Chairs (30);*
6. *Director's stand;*
7. *3 four drawer file cabinets for music; and*
8. *Multipurpose room stage.*

Chorus:

1. *Dual cassette recorder;*
2. *Piano;*
3. *Music folders;*
4. *Chairs (30);*
5. *3 four drawer file cabinets for music;*
6. *Director's stand; and*
7. *Multipurpose room stage.*

IX UTILITIES

Classroom utilities and stage PA system in the multipurpose room will furnish the utilities required.

X. SPECIAL REQUIREMENTS

See Multipurpose Room.

XI. STORAGE

Band Storage should include:

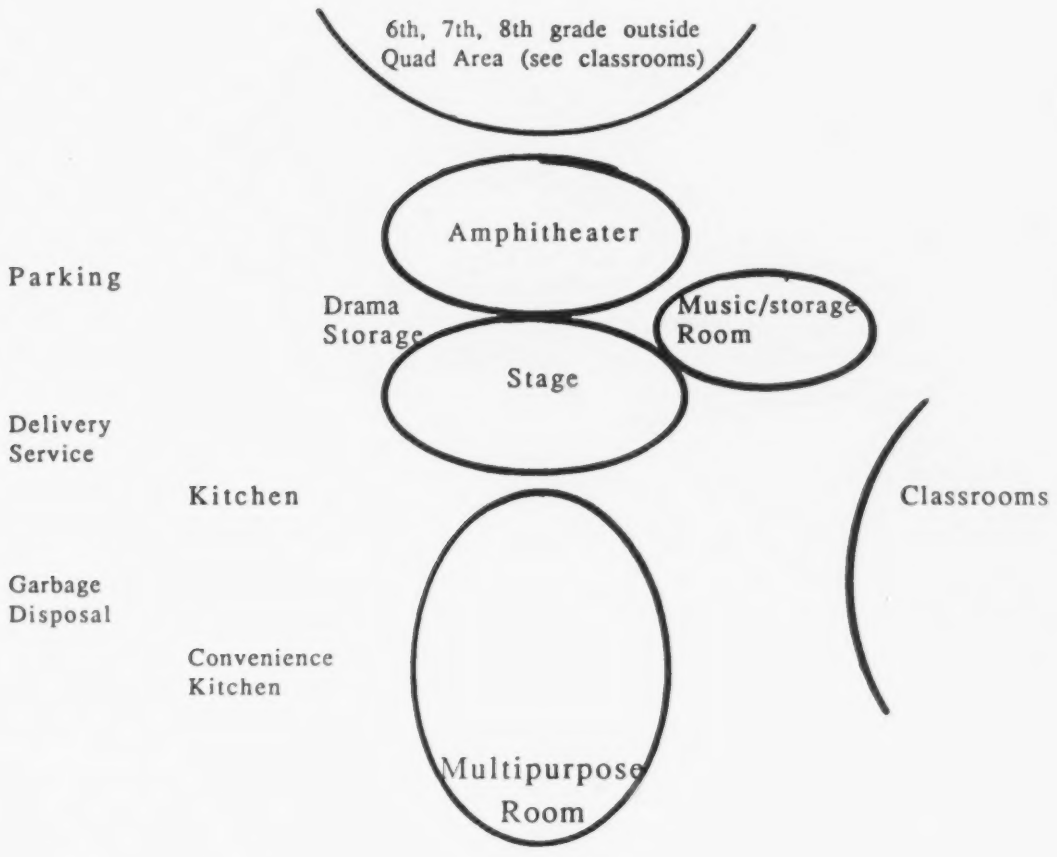
1. *Space for 20 large instruments (locked cabinets); and*
2. *Closet to hold 30 music stands.*

Band instrument storage should be on the stage or adjacent to the stage. A lockable, portable cabinet (6 x 6 x 15") for music storage with compartment shelves for 100 pieces of music (see equipment - file cabinets).

XII. ENROLLMENT

No more than 30 students will be on the stage at one time.

ORIENTATION AND RELATIONSHIPS
Music



Physical Education
Office

Storage - Tables
and Chairs

Outdoor Play
Area

8.4

LIBRARY - MEDIA

I. INTRODUCTION

The library serves the entire student body and staff, providing information and work/study space in all subject areas. Kindergarten through fifth grade levels will be served on a permanent basis and grades 6 through 8 on a temporary basis, using a variety of media types including books, audio cassettes, videos and films, as well as computers. Facilities include main library, librarian's workroom and a large storage area which houses AV equipment, materials, curriculum and professional library for staff use. the library is intended to be child centered.

II. CURRICULUM TO BE TAUGHT

Curriculum will include instruction on how to use the library. The library will also serve as an auxiliary to all classrooms in their extended curriculum using library resources.

III. EDUCATIONAL OUTCOMES

The main educational outcomes include mastery of basic library skills and reference skills. Increased appreciation of literature, improved reading skills and providing the opportunity through library resources for expanded knowledge of specific subject areas are among the goals. All learning modalities will be addressed, including auditory, visual and kinesthetic.

Professional growth of staff will be enhanced through use of materials in the curriculum area housed in the library storage room.

IV. DISCERNIBLE TRENDS

Discernible trends include greater use of computerized library circulation systems and over-due programs, as well as computerization of card catalogs. Library skills instruction via computers and the use of individual computer centers by students are foreseeable. Accessibility before and after school to students and the community should be considered.

V. TEACHING AND LEARNING ACTIVITIES

Teaching and learning activities include the following:

1. Class and individual instruction in library skills and literature appreciation;
2. Appreciation of literature is enhanced through listening. Librarian reads stories to assembled groups of all grade levels;
3. Drama activities including puppet shows and readers theater;
4. Students learn care of and responsibility for books;
5. visual arts appreciation through school wide displays; and
6. Computers will be used to provide research data and learning resources available through multi-links with agencies at distance from the school such as other district libraries, public library, universities, state documents, library of congress, Smithsonian Institute.

VI. ORIENTATION AND RELATIONSHIPS

The library should be centrally located on the school campus. Nearby areas should include restrooms, computer lab and teacher's workroom (for use of duplicating and copying equipment). The story pit area should be isolated somewhat to allow for quiet, individual study areas elsewhere. Drinking fountain should be located near check out area. Workroom area should be adjacent to circulation desk, and AV storage/staff library room. Storage area should exit to outdoors to allow easy removal of projectors, etc. to classrooms.

VII. INTERNAL TRAFFIC

There should be an entrance door, near which returned books may be dropped into a secured area for check-in and later return to shelves. There should also be an exit door located adjacent to the entrance to provide easy flow of classes, into and out of the library. The exit door should be preceded by an anti-theft device. All areas of the library should be visible from this circulation counter. Students will move freely within the library from card catalog, reference areas, book shelves, computer applications, and study desks or tables.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment required in the library is as indicated below.

1. Adjustable tables and stackable chairs for 30 students (Rhombus, shaped tables);
2. 8 individual study carrels (30" wide x 24" deep) with electrical outlets at each one for lamps and cassette recorders;
3. Sectional circulation desk which includes space for a computer and printer. Free standing or wall mounted locked display cabinet in this area;
4. 5' high perimeter shelving - minimum of 750 linear feet. Three to four wide sections;
5. Portable bookshelves (in sections) 2 1/2' high, a minimum of 150 linear feet that can be placed throughout the library reading room;
6. Enough built-in book supports for 1/2 of the shelves;
7. Anti-static, stain resistant carpet for entire floor;
8. Tackable wall surfaces or low light transmission windows above perimeter shelving;
9. Thermostat for control of central heat/air;
10. Story pit area (kiva) to hold 30 students with large, tilted wall mounted screen for video projection;
11. A transitional microfiche station;
12. Anti-theft device near exit;
13. 1 two drawer lateral file cabinet for student use;
14. Sectional card catalog for minimum of 50,000 cards;
15. Moveable magazine rack to hold magazines of various sizes;
16. Wall clock; and
17. Fire, security and alarm system.

Librarian/Clerk Workroom

1. Glass wall facing into library;
2. 1 computer/printer and a telephone modem with appropriate furniture;
3. A work table for repairing and processing books;
4. Four drawer file cabinet;
5. Clerk/librarian desk;
6. Lockable coat closet with shelf for personal belongings for librarian;
7. Card catalog with minimum 10,000 card capacity for shelf-list;
8. Poster/chart storage; and
9. 6 VCR machines and 3 optical discs for transmission of tapes to classrooms.

Audio-Visual Storage and Profession Resource Area

1. AV equipment including 1-35 mm slide projector, 1-16 mm film projector, 2 phonographs, 5 filmstrip projectors, and 4 AV carts; 4 moveable bookcarts, shelf space for 1500 student text/workbooks;
2. Lockable storage for computer discs, videos, optical discs, audio cassettes and CD's;

3. Card catalog for loanable materials in storage area; and
4. Shelving space for professional growth library for staff use, thirty two linear feet will be required.

IX. UTILITIES

The utilities needed in the library are:

1. Floor outlets every 10' with wall outlets every 10' (taking care not to place them behind shelving);
2. A sink in the workroom with hot and cold running water;
3. A drinking fountain near entrance/exit (should be outdoors);
4. Telephone type intercom near circulation desk;
5. Computer hook-ups for individual computer centers (student use);
6. Computer hook ups for librarians' work room and circulation desk;
7. Networking for eventual computer hook-ups between library and computer lab, classroom, other district libraries, public library, etc.;
8. Surge control outlets for computers;
9. Electrical outlets at the "pit" projection area;
10. Wall clock;
11. Wiring for 6 VCR machines and optical disc machines to classrooms; and
12. Water and drip irrigation system to the planters in the kiva.

X. SPECIAL REQUIREMENTS

Special requirements in the library include:

1. Handicap access;
2. Budget for software and books;
3. 18' bench surrounding story pit (kiva) area excluding entrance area for safety purposes; and
4. The kiva (reading pit) will be an extension of the north wall with a green house enclosure. The kiva will step down at least 3 carpeted steps and will have a masonary foundation forming the base of the green house wall. A planter will be designed into the top of the masonary wall with a drip irrigation system. The area will be fully carpeted. Light control will be with low transmission glass on the top surface of the green house and blinds within the duel panel glass. A large screen will drop from the ceiling of the green house near the green house wall with the ability to be used as a large screen TV projection system located in the opposite step down bank. Ramps will provide access to each side of the kiva and a cushion bench will run the length of the first step at a height of 18 inches.

XI. STORAGE

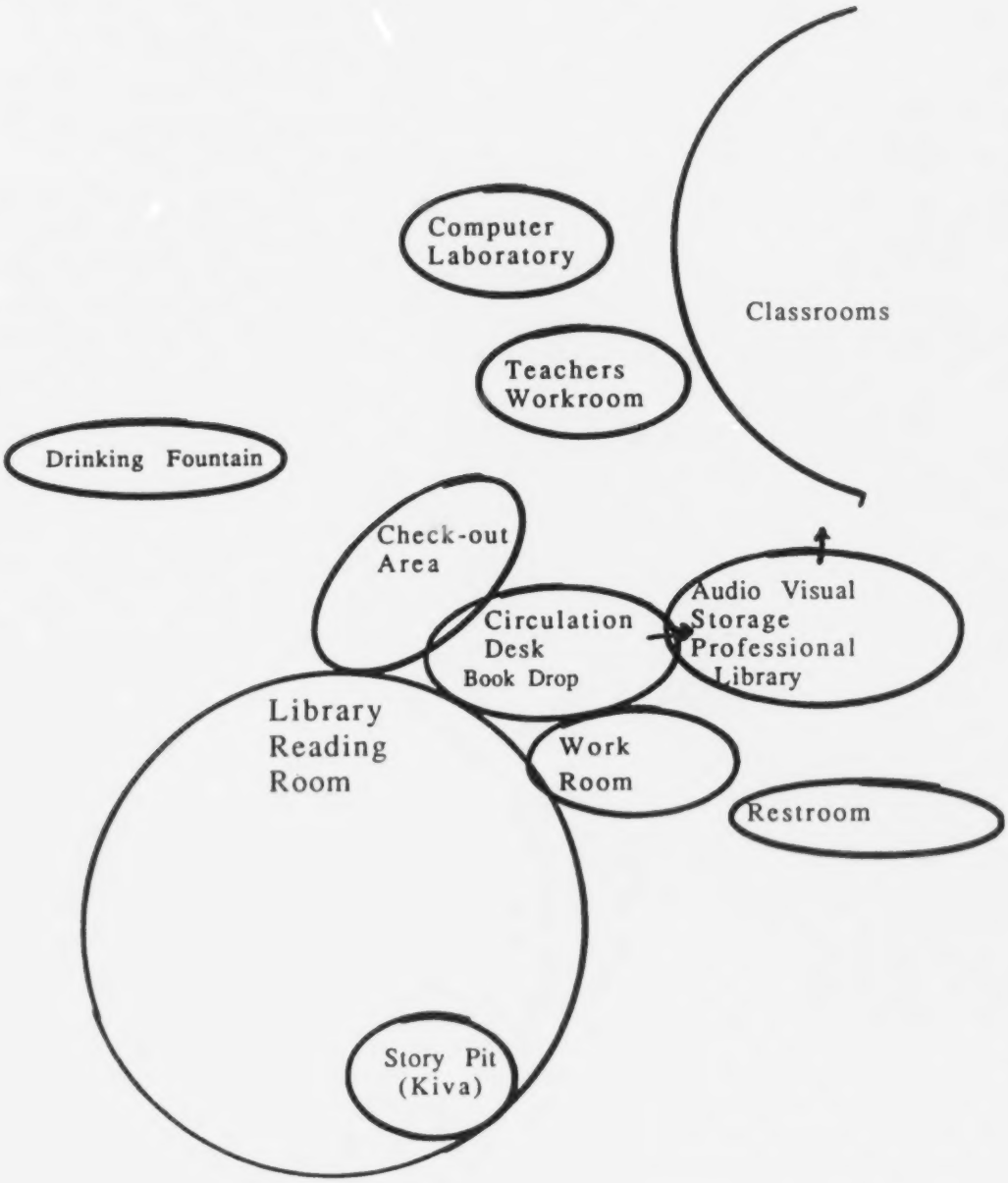
See Furniture and Equipment section.

XII. ENROLLMENT

Space needs to accommodate up to 75 people at one time in main library area, 2 to 3 people in librarian's work area, and 2-3 people in the AV storage/curriculum library room.

ORIENTATION AND RELATIONSHIPS

Library - Media



9.6

SCIENCE EQUIPMENT ROOM

I. INTRODUCTION

The Science equipment room would make available to individual classroom teachers a variety of scientific tools, materials and equipment which they could be transported to the classroom for group science instruction. This room will serve grades K-5 on a permanent basis *and grades 6-8 on a tranistional basis.*

II. CURRICULUM TO BE TAUGHT

All areas of science grades K-5 and 6-8.

III. EDUCATIONAL OUTCOME

As a central supply source of scientific equipment, the science equipment room will enhance science instruction at all grade levels by providing extra supplies and resources which are not normally housed in a regular classroom.

IV. DISCERNIBLE TRENDS

Discernible trends include greater public awareness of the value of science instruction beginning at an early age. Hands-on activities and experiments are emphasized.

V. TEACHING AND LEARNING ACTIVITIES

This room would function as a support to regular classroom science instruction activities.

VI. ORIENTATION AND RELATIONSHIPS

The science equipment room should be located in an area easily accessible to all teachers. Carts with equipment and supplies will be moving to and from.

VII. INTERNAL TRAFFIC

Teachers and/or assistants will be removing and replacing carts with supplies.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment should include peripheral adjustable shelving from 45" level to the ceiling (18" to 30" deep). Rolling carts will be stored underneath the shelf area. One enclosed, lockable, moveable cart will hold 20 microscopes. Two science experiment carts equipped with portable sinks and burners with its own gas supply will be needed. One additional cart for transporting supplies will be stored in this facility. A step stool will be required for access to higher shelves. Floors will not be carpeted, but have vinyl tile or similar hard, cleanable surface.

IX. UTILITIES

Utilities necessary include:

1. Room should be well-lit;
2. A common key to the entrance; and
3. 1 electrical outlet at counter level near the door.

X. SPECIAL REQUIREMENTS

One teacher/assistant/clerk will be responsible for this area and its contents. The room's contents will be available to all instructors on a check-out basis.

XI. STORAGE

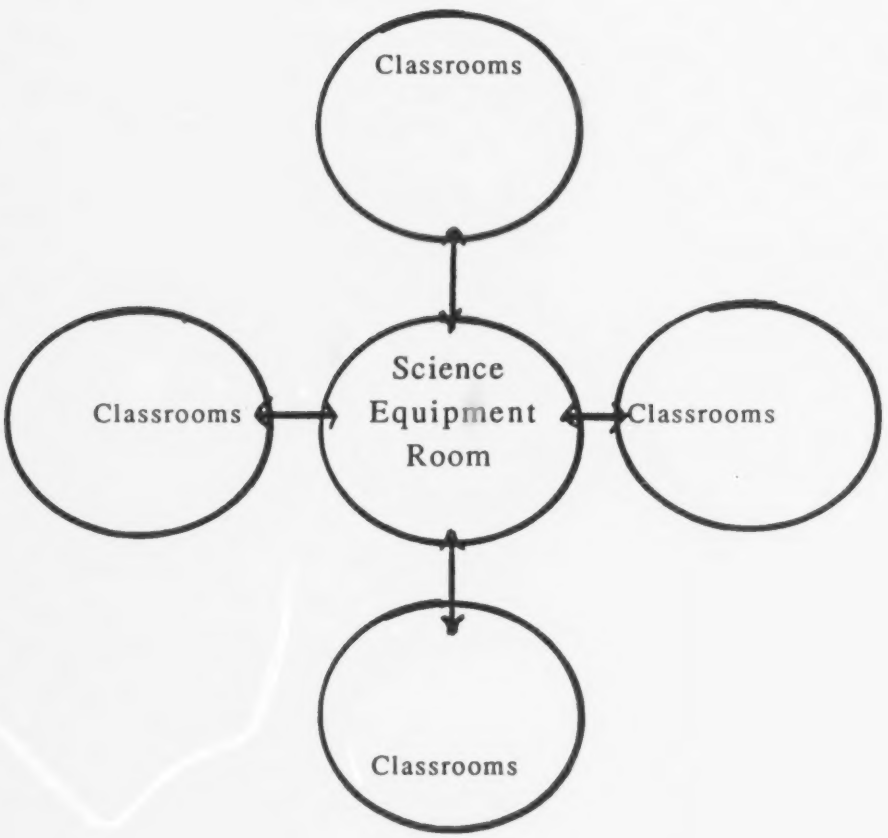
This facility will be a storage area and must accommodate science materials for 24 classrooms. An area of 100 square feet should be sufficient.

XII. ENROLLMENT

This facility will serve the entire student body of 650, as a resource room.

ORIENTATION AND RELATIONSHIPS

Science Equipment Room



COOKING K-5

I. INTRODUCTION

This program provides hands-on experiences for K-5 students. It will be taught by the classroom teacher in the Staff Lounge.

II. CURRICULUM TO BE TAUGHT

1. Cooking;
2. Art;
3. Math;
4. Science;
5. Language - Reading;
6. Social Studies;
7. Cultural; and
8. Role-modeling.

III. EDUCATIONAL OUTCOMES

The students will meet the learning objectives established by the District curriculum standards and the State framework. The students will achieve a level of competency in the following subject areas: cooking, reading, math, science, social studies, culture, art, and role modeling.

IV. DISCERNIBLE TRENDS

1. Nutrition and health education;
2. Self care and responsibility;
3. Integrated curriculum;
4. Role modeling;
5. Cooperative learning;
6. Critical thinking; and
7. Integrated thematic.

V. TEACHING AND LEARNING ACTIVITIES:

Students will be learning to:

1. Prepare a variety of foods;
2. Use appliances and utensils safely;
3. Co-operate and follow directions;
4. Use math and science concepts:
   counting, sorting, classifying, ordering, measuring, multiplying, dividing, fractions, temperature estimation, ratio, cost analysis, time, greater and less than;

5. Use reading and language:
   sequencing, vocabulary, phonic awareness, communication skills;
6. Be aware of cultural and taste differences and food origins;
7. Broaden their perspective of male/female roles;
8. Use a variety of materials creatively;
9. Food preparation will take place in the regular classroom by students and teachers; and
10. The actual cooking of the food is all that will take place in the staff room, convenience kitchen or other facilities planned with cooking equipment.

VI. ORIENTATION AND RELATIONSHIPS

See Staff Lounge, Convenience Kitchen, or other facilities with cooking equipment.

VI. INTERNAL TRAFFIC

See Staff Lounge, Convenience Kitchen, or other facilities with cooking equipment.

VIII. FURNITURE AND EQUIPMENT

See Staff Lounge, Convenience Kitchen, or other facilities with cooking equipment. Cart with shelves for transporting food to be cooked to and from classrooms is needed (36" x 36").

IX. UTILITIES

See Staff Lounge, Convenience Kitchen, or other facilities with cooking equipment.

X. SPECIAL REQUIREMENTS

See Staff Lounge, Convenience Kitchen, or other facilities with cooking equipment.

XI. STORAGE

See Staff Lounge, Convenience Kitchen, or other facilities with cooking equipment.

XII. ENROLLMENT

Regular classroom of 30 with teacher. A small group of students may help teacher move prepared foods to and from a room that has cooking equipment.

ORIENTATION AND RELATIONSHIPS
Cooking K-5

COMPUTER LABORATORY

I. INTRODUCTION

The computer laboratory will be used by all students in a child centered classroom type setting with direct instruction by the teacher.

II. CURRICULUM TO BE TAUGHT

The curriculum to be taught in the computer laboratory will include basic computer skills according to district guidelines.

Kindergartners will be introduced to basic functions of the computer. By the completion of fifth grade, students will be expected to work independently on the computer, using basic computer knowledge, skills and word processing.

III. EDUCATIONAL OUTCOMES

Students will become familiar with the operation and capabilities of computers. They will receive instruction and training on the computers, according to district guidelines. Students with special language needs, such as ESL, will benefit from computer use in language.

IV. DISCERNIBLE TRENDS

Computer usage is expanding and will continue to grow in the future. Students need to become more knowledgeable about and comfortable with the use of computers on a regular basis.

V. TEACHING AND LEARNING ACTIVITIES

Students will participate in computer hands-on experiences by using a variety of programs. Students will participate in direct teacher-pupil instruction.

Teachers will conduct lectures and explain directions. Teachers will monitor student operation of computers.

VI. ORIENTATION AND RELATIONSHIPS

The computer laboratory should be adjacent to the library. It should be easily accessible by all classrooms, and wheelchair accessible to all students.

VII. INTERNAL TRAFFIC

The student flow of traffic will move freely to and from the entrance and the computer terminals. The teacher terminal should be easily accessible.

The teacher needs to move about freely in the room and be able to observe all students from the teaching computer terminal.

There should be no electrical cords in any walkway.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment required in the computer room follows:

1. 32 computers for student use;
2. 1 computer with large screen TV - 30-32", hooked up to monitor on a high stand visible by all students, for teacher demonstration uses;
3. computer counter space with laminated top along front and two side walls, to accommodate 20 computers to be 24" high x 20" deep*.
4. 3 computer tables with adjustable keyboard platform, each table to accommodate 4 computers; should measure 12' long x 20" deep; table height should be adjustable;
5. 1 dry erase chalkboard at the front of the room underneath the TV computer monitor;
6. Tackable wall covering to accommodate bulletin boards on remaining walls;
7. Anti-static carpet;
8. 32 chairs - varying heights (12", 14", 16", 18");
9. 6 computer printers, one printer hooked up to every 6-8 computers;
10. Wall clock;
11. Intercom - phone style;
12. Pencil sharpener;
13. 1 computer printer cart to store 2 printers;
14. 1 small sink with hot and cold water with a 5' counter and cabinet underneath, located in corner of one wall near main exit;
15. 1 soap dispenser mounted by sink;
16. 1 paper towel holder mounted by sink;
17. Waste paper can;
18. 1 drinking fountain included in sink;
19. Vertical blind window coverings;
20. Budget for software;
21. 1 counter at rear of room, 10' long x 30" high x 30" deep, to hold 3 printers; and
22. 1 teacher computer desk and chair.

*12" deep shelf, 22" above counters with student computers.

IX. UTILITIES

The computer room has the following utility requirements:

1. Master switch for power at the teachers station;
2. Electrical outlets every 2' with power surge capabilities to operate 20 computers effectively along three walls above the counter;
3. 3 panels of electrical outlets located in the floor, to accommodate 12 computers (computers will be arranged in groups of four, facing front of room, at long tables)
4. 1 electrical outlet for teacher's station in the rear of the room with capacity for the Master switch.
5. Ventilation to circulate air to provide adequate computer and student working conditions. Exhaust system to collect computer emissions;
6. Sink with hot and cold water and drinking fountain located in back of room by the main exit;
7. Switch box for printers;
8. TV demo computer monitor will be located in the front of the room, mounted on the wall with lower edge 7' high;
9. Temperature control to monitor climate at 65-75 degrees; and
10. Electrical outlet strip (every 2 feet) along top of counter at rear wall for 3 printers.

X. SPECIAL REQUIREMENTS

The computer room needs:

1. Tinted windows to reduce heat and glare, placed at a high level around the room;
2. A lockable security system for computer protection, card access;
3. Lighting needs to be designed to minimize glare on computer screens;
4. Budget for software; and
5. Main exit should be in rear of room near sink.

XI. STORAGE

The requirements for storage are as indicated below.

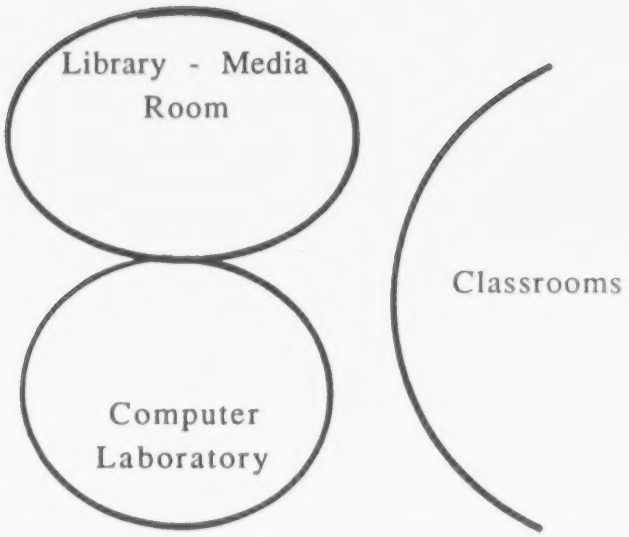
1. Two storage cabinets for storing computer programs; double door with locking capacity; floor to ceiling height, 6' across; and
2. One bookshelf, 3' tall x 5' wide x 14" deep, with adjustable shelves.

All cabinets and bookshelves should be located at rear of room near Teacher terminal between the sink and the printer counter.

XII. ENROLLMENT

The maximum number of students expected to use the computer laboratory at one time is 32, with one instructor and one aide.

ORIENTATION AND RELATIONSHIPS
Computer and Laboratory



ARTS AND CRAFTS KILN ROOM

I. INTRODUCTION

The kiln room will be used by all of the classes for work with clay. it will contain rolling carts for easy transport of materials to and from classrooms. It will house clay, tools and glazes as well as a kiln. There will be two electric potter's wheels (portable).

II. CURRICULUM TO BE TAUGHT

These facilities will provide a complement to the Arts/Crafts programs of individual classes. *It will house the potter's wheels on a temporary basis for use in grades 6-8. These will be relocated to middle school. Generally, this room will serve grades K-5.*

III. EDUCATIONAL OUTCOMES

Students will learn how to create various items with clay through use of several methods, i.e., slab, coil and pinch. Students at higher grade levels will also be instructed in the use of the potter's wheel. They will be trained in the use of glazes to attain desired aesthetic effects.

IV. DISCERNIBLE TRENDS

Hands-on, kinesthetic learning and expression through the three dimensional form are the trends in Arts and Crafts programs.

V. TEACHING AND LEARNING ACTIVITIES

In the regular classroom, students will be involved in rolling, throwing, wedging and forming clay. Various methods, including slab, pinch, and coil will be taught. For upper grades, the potter's wheel will be included in the instructional program.

VI. ORIENTATION AND RELATIONSHIPS

The kiln room should be located in an area accessible to all teachers. Movement of carts holding materials and potter's wheels should flow smoothly to and from classrooms.

VII. INTERNAL TRAFFIC

Individual teachers will move in and out of the kiln room, checking out equipment and materials. The room will probably not have more than 3 people in it at any given time. The kiln will be loaded/unloaded by teachers and assistants.

VIII. FURNITURE AND EQUIPMENT

1. Kiln;
2. 4 rolling carts;
3. 1 step stool;
4. *2 electric potter's wheels, (1 electric, 1 manual driven);* and
5. 1 work counter 25" wide x 12' long at 40 inches from floor. Carts will be stored under counter (see storage).

IX. UTILITIES

It will be necessary to have 220 wiring for the kiln. A large deep sink with hot and cold running water will be needed for cleaning glaze and clay off tools. The drain system should be designed to accommodate clay residue (clay trap). A cement floor with drain may make cleaning easier. Electrical outlet on each wall. 110 wiring for fan.

X. SPECIAL REQUIREMENTS

Room should be approximately 8' by 10' with an exhaust fan which is activated by kiln on and off switch. Working space by the kiln for a cart and person loading and unloading the kiln.

XI. STORAGE

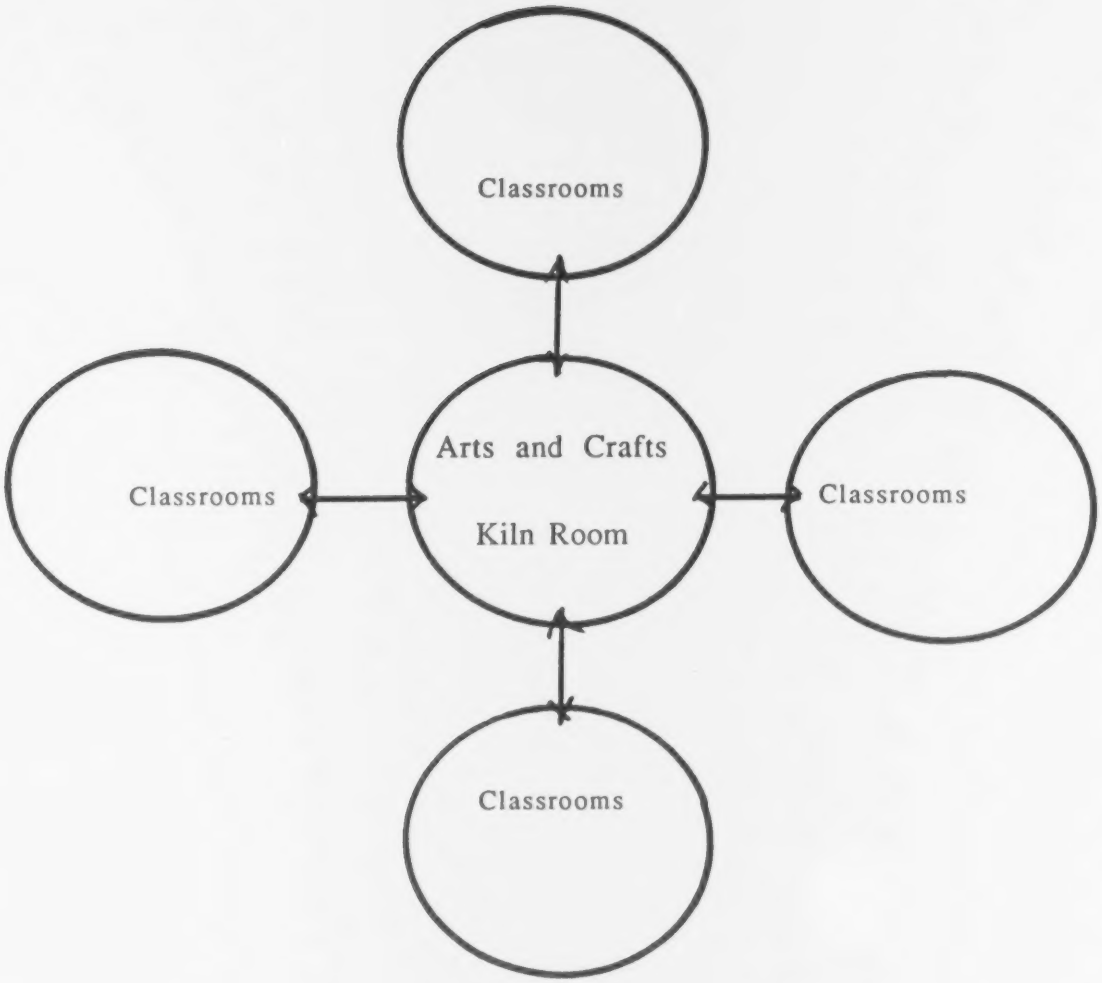
Adjustable shelves 18" deep along 2 walls for tools and glazes. They should be able to support the weight of several 25 lb. clay packages. One long wall will have a counter 25" deep, about 40" high, under which will be stored 4 rolling shelved carts 3' long, 38" high, and about 24" deep. These carts will be used to transport materials, supplies, and will serve as drying areas for unfired pieces.

XII. ENROLLMENT

The kiln room will serve the entire student body of approximately 650 kindergarten through eighth grade students.

ORIENTATION AND RELATIONSHIPS

Arts and Crafts Kiln Room



13.3

RESOURCE SPECIALIST PROGRAM (RSP)

I. INTRODUCTION

The resource specialist program is a support service for the regular education teachers. Students are seen individually and in small groups of 2-15 students. Multiple subjects are frequently covered simultaneously. Students from all grade levels are seen in this room for both instruction and assessment. This class should be separate from the other special education rooms and located near regular education classrooms.

II. CURRICULUM TO BE TAUGHT

All basic subject areas are taught in this class including reading, math, writing, social studies, science, and social skills. Strategies for coping in the regular education program are addressed. Methods used include direct instruction, supplemental instruction and tutoring. A teacher and an instructional assistant are generally assigned to the resource specialist program with both working in all aspects of the program.

III. EDUCATIONAL OUTCOMES

Ideally, students are not permanently in this special education program. The program is designed to meet the student's immediate educational needs and to teach the student to cope with their learning disability and learn strategies for success in the regular education program.

IV. DISCERNIBLE TRENDS

The resource specialist program has traditionally been a pull-out program. The current trends are for the resource specialist teacher to be a consultant/co-teacher in the regular eduction program, as well as to implement the traditional resource program. In addition, the resource specialist teacher will be expected to do model teaching both in the resource specialist program room and in the regular education classrooms.

V. TEACHING AND LEARNING ACTIVITIES

The activities in this program include:

1. Computer instruction;
2. Television, video, and audio instruction;
3. Individual instruction with teacher and/or instructional assistant;
4. Small group instruction with teacher and/or instructional assistant;
5. Large group instruction with teacher and/or instructional assistant;
6. Regular education assignments complete for resource students;
7. Regular education tests given to individuals and small groups;
8. Assessments given to determine special education eligibility, privacy and quiet is needed;
9. Consultation with regular education teachers;
10. Materials made and adapted to meet resource students' needs in the regular education classes;
11. Counseling of resource specialist students;
12. Conferencing on telephone with parents, other educational professional, doctors, mental health counselors, etc.;
13. Observation of the students in the resource specialist program room;
14. Report writing, Individual Education Plan writing; and
15. Parent meeting.

VI. ORIENTATION AND RELATIONSHIPS

A room with an 8' x 10' connecting resource room/office incorporated into the classroom should be near regular education classrooms. (This class should be separate from the other special education room and located near regular classrooms.) It should have direct playground access and be handicapped accessible. As students are constantly coming and going from the class to all other classrooms, accessibility is important. The classroom needs lots of windows for lighting and observation of students on the playground. The office should have separate access.

VII. INTERNAL TRAFFIC

Typical of a regular education classroom.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment are required:

1. 2 computers and printer center with storage and surge protector and movable computer table with adjustable keyboard ledge. Also, software for special education;
2. Television and video accessed for cable;
3. Tape recorder with listening posts;

4. Writing surface - 2 walls (4' x 12' each);
5. All walls tackable;
6. Intercom to office;
7. 2 teachers desks and chairs (one in office and one in classroom);
8. 3 lockable file cabinets (4 drawer);
9. Telephone in office;
10. One way mirror between office and classroom to observe classroom;
11. Bookshelves; a counter along one side of room with adjustable bookshelves underneath;
12. Carpeting, anti-static;
13. Individual, adjustable student desks with 12 chairs (chair and desk connected);
14. Two adjustable kidney shaped tables for 6 students and adjustable chairs;
15. Film screen;
16. Large bean bag chair;
17. Pencil sharpener;
18. 2 study carrels;
19. 1 movable partition to section off a portion of the room as needed;
20. 1 wheelchair accessible table;
21. 1 lockable teacher's coat closet;
22. Clock on wall in back of room;
23. 2 portable cabinets with adjustable shelves, 6' high x 4' wide x 18" deep;
24. 1 overhead projector; and
25. 1 sink.

IX. UTILITIES

Utilities required are:

1. Plugs, about every 6' on each wall;
2. Telephone in office;
3. Cable for TV/VCR;
4. Intercom to office;
5. Items necessary for computer network (i.e., what kind of cables, telephone wires, modem outlets.);
6. Water hook-up for sink with hot and cold water;
7. Fire and security alarm system; and
8. Heating, ventilation, and air conditioning system.

X. SPECIAL REQUIREMENTS

This program calls for the following:

1. Handicapped accessible entries;
2. Resource office, 8' x 10' (incorporated within the resource classroom);
3. Easy access to playground and easily accessible to other classes;
4. Telephone with separate outside line for calling out; and
5. 1 wheelchair accessible table in classroom.

XI. STORAGE

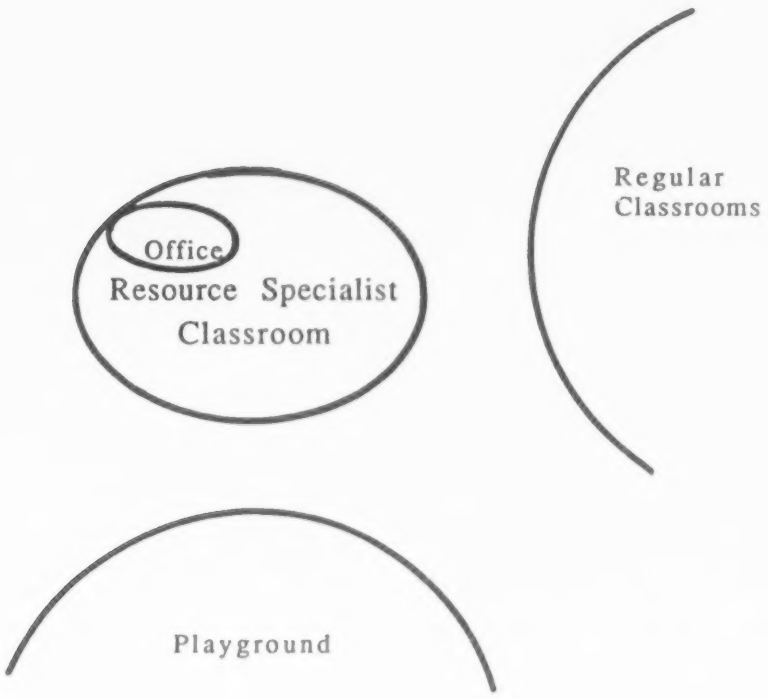
The following storage is required:

1. 3 locking file cabinets (4 drawer);
2. 2 portable storage cabinets with adjustable shelves, each 6' high x 4' wide x 18" deep;
3. Built-in bookshelves under a counter along one side of the room with adjustable bookshelves underneath; and
4. 1 lockable teacher's and assistant's coat closet.

XII. ENROLLMENT

Present law indicates enrollment of 24-28 students, with many more students referred for assessment. The classroom size would be about 1/2 the size of regular classroom (approximately 450 square feet). The resource office (8' x 10') would be used for assessment of referred students, reviews of enrolled students, observations of students, etc.

ORIENTATION AND RELATIONSHIPS
Resource Specialist Program (RSP)



SPECIAL DAY CLASS (SDC)
SEVERELY HANDICAPPED (SH) CLASSROOM

I. INTRODUCTION

The special day class room program is a self-contained program to serve those individuals whose learning needs cannot be adequately met in the regular education program. These students are individuals with a variety of educational needs, who spend the majority of their school day in the special day class. Students are taught individually and in small groups. Multiple subjects are frequently covered simultaneously. Students from all grade levels are seen in this room for both instruction and assessment. Economic feasibility demands that the Severely Handicapped classroom be incorporated into the Special Day classroom.

II. CURRICULUM TO BE TAUGHT

The basic subjects are taught in this class, included are math, reading, language arts, science, social studies, social skills, with the use of some specialized techniques and a variety of curriculum materials designed to meet the special learning need of these individuals in all grades. The students' Individual Educational Programs serve as a guide for program planning.

Independent living skills may also be an integral part of this program curriculum, including job training skills, home making skills, and daily living skills. A teacher and an aide are generally assigned to this program, with both working in all aspects of the program.

III. EDUCATIONAL OUTCOMES

The goal for students in this special education program is to move the student into a less restrictive program. Both the academic and independent living skills needs of these special day class students are addressed.

IV. DISCERNIBLE TRENDS

The current trend in the special day class program is to concentrate more on the teaching of daily living skills, in addition to continuing emphasis on teaching basic academics. There continues to be support for maximum "mainstreaming" of these students into the regular education program.

V. TEACHING AND LEARNING ACTIVITIES

The activities in this program include:

1. Computer instruction (including typing skills);
2. Television/video/audio instruction;
3. Individual instruction with teacher and/or instructional assistant;
4. Small group instruction with teacher and/or instructional assistant;
5. Large group instruction with teacher and/or instructional assistant;
6. Individual assessments of students whose programs are being reviewed;
7. Oral language activities (i.e., current events, poems);
8. Cooking, check-writing, grocery shopping, etc.;
9. Community visitations to job sites;
10. Consultation with regular education teachers and resource specialist teacher;
11. Counseling of special day class students;
12. Conferencing on telephone with parents, other educational professionals, doctors, mental health counselors, etc.;
13. Parent meetings;
14. Direct instruction programs (i.e., reading); and
15. Art projects.

VI. ORIENTATION AND RELATIONSHIPS

This room should be approximately 1300 square feet (1 1/2 classrooms in size) if possible, and located near the regular education classrooms and away from the Resource Specialist classroom. There should be a movable wall to separate the Special Day class from the Severely Handicapped class within this one classroom. It should have direct playground access and be handicapped accessible. The room needs lots of windows for lighting and observation of students on the playground.

VII. INTERNAL TRAFFIC

Typical of a regular education classroom.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment are required:

1. 4 locking file cabinets (4 drawer);
2. Bookshelves (a counter along one side of room with adjustable bookshelves underneath);
3. 2 teacher's desks and 2 chairs;
4. Carpeting - antistatic;
5. 1 film screen;

6. 1 computer with printer, center with storage, surge protector and movable computer table with adjustable keyboard. Also, software for special education;
7. Intercom system to office;
8. 2 kidney shaped tables for 6 student and chairs, adjustable;
9. 2 study carrels;
10. Cassette recorder with listening posts on a half circle table;
11. Sink with counter, mirror, the floor should be tile or hard surface for ease in cleaning;
12. 2 writing surfaces (4' x 12' each) on adjoining walls;
13. 12 individual student desks with chairs, adjustable (chair and desk connected);
14. 1 large bean bag chair;
15. Clock in back of classroom;
16. Television and video accessed for cable;
17. Electric typewriter and table;
18. Pencil sharpener;
19. Lockable coat closet for teacher's and instructional assistant's personal belongings;
20. Separate coat hooks (12 at least 1 foot apart) and shelves for lunches and/or backpacks;
21. All walls tackable;
22. A movable partition to section off a portion of the room, as needed;
23. 1 wheelchair accessible table;
24. 2 portable cabinets with adjustable shelves, 6' high x 4' wide x 18" deep;
25. 1 overhead projector;
26. 2 language master machines; and
27. Telephone.

IX. UTILITIES

Utilities required are:

1. Several outlets on each wall about 6' apart;
2. Intercom to office;
3. Water hook-up for sink (hot and cold);
4. Cable for TV/VCR;
5. Items necessary for computer network (i.e., what kind of cables, telephone wires, modem outlets);
6. Telephone hook-up;
7. Fire and security alarm system; and
8. Heating, ventilation, and air conditioning system.

X. SPECIAL REQUIREMENTS

The program calls for the following:

1. This program would be housed in the same facility as the Severely Handicapped Program (approximately 1300 square feet for room size).
2. The room should be handicapped accessible;
3. Easy access to playground and to other classes;
4. Wheelchair accessible tables and work tables; and
5. Windows for lighting as well as artificial light.

XI. STORAGE

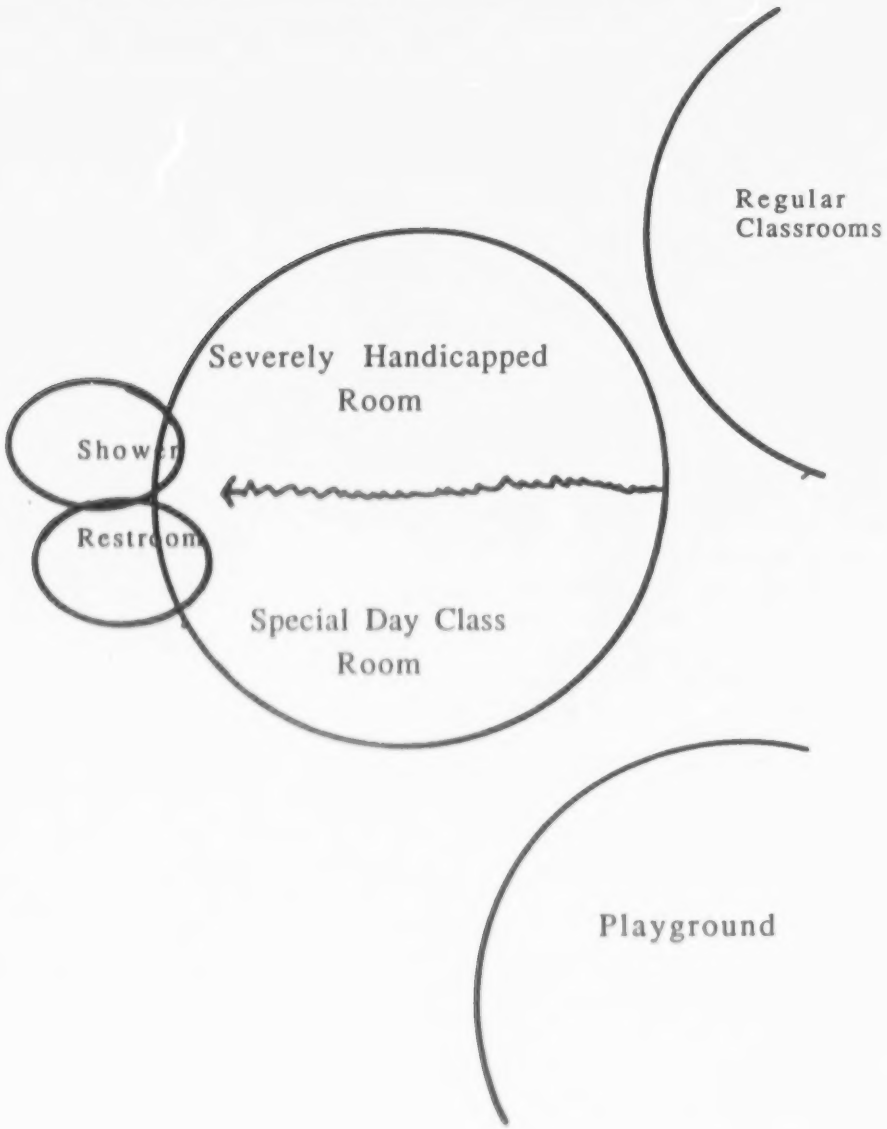
Storage is needed as indicated below.

1. 4 file cabinets (four drawer);
2. 2 portable cabinets with adjustable shelves, 6' high x 4' wide x 18" deep;
3. Built-in bookshelves under a counter along one side of room with adjustable bookshelves underneath; and
4. Lockable teacher's/assistant's coat closet for personal belongings.

XII. ENROLLMENT

The present law suggests 12 to 15 students enrolled in a special day class program. The program will be housed in the same facility as the Severely Handicapped Program. There would be up to 12 students on each side of a portable curtain which could divide the two programs. The total number in the combined room would be 24. The classroom size would be about 1300 square feet.

ORIENTATION AND RELATIONSHIPS
Special Day Class (SDC)
Severely Handicapped (SH) Classroom



NOTE: All facilities handicapped accessible.
Located near regular classrooms, but not
grouped with resource specialist classroom.

SEVERELY HANDICAPPED (SH) ROOM
SPECIAL DAY CLASS (SDC) CLASSROOM

I. INTRODUCTION

In the future, we may need to service individuals with multiple handicaps of various types: Developmentally Delayed, Orthopedically Handicapped, who would need a large specially equipped, wheelchair accessible area. Enlarging the present Special Day classroom to accommodate Severely Handicapped needs would be economically feasible, by increasing the size of the room to approximately 1300 square feet.

II. CURRICULUM TO BE TAUGHT

The curriculum is built around the individual needs of each student. The range would be from toilet scheduling and basic feeding skills to much more sophisticated areas of self-care; such as independent living skills (e.g., cooking, shopping, dressing). It is possible that some students would be cognitively able to be integrated in the regular classroom for academics, but need at times to use the severely handicapped (SH) classroom for attending to specialized health care needs or for help with the fine motor aspects of their assignments, tutoring, and physical therapy.

III. EDUCATIONAL OUTCOMES

To help each individual student reach his potential in all areas is the overall goal. With these students, there are widely diversified abilities and their curriculum is highly individualized. To increase their ability to function independently is the major educational objective.

IV. DISCERNIBLE TRENDS

"Least restrictive environment" has been in practice for a number of years. The current trend is toward integration - "mainstreaming" participation in any manner possible in the regular school. The financial aspects of Special Education determine, to a great extent, what directions are taken. It appears that with the population growth, that it is more likely that Severely Handicapped students will be served within the district. The Severely Handicapped population, incidentally, will also increase due to advances in medical technology and more and more technology-dependent students will be attending school.

V. TEACHING AND LEARNING ACTIVITIES

The teaching and learning activities in the Severely Handicapped class vary widely, depending on how severely involved the student is. The activities may range from scheduling toilet to using a computer to writing an essay. The constant is that each students' activities are highly individualized and frequently require fairly bulky equipment that requires space. Examples are: Mat tables, standing tables, jet mobiles, walkers, computers, wheelchairs, modified toilets, or cooking/baking equipment. Transportation for community-based learning experiences would be a necessity.

VI. ORIENTATION AND RELATIONSHIPS

The Severely Handicapped classroom should <u>not</u> be isolated as that contradicts the underlying rationale for placement on a regular campus. This is also true of the Special Day class. Preferably, it should be near the center of the campus and have a nearby access to the parking lot, given the probable incidence of wheelchair use by these students. It should have an intercom to the office and not be too distant from the office in case of emergencies. The two programs would be in one room with a movable wall separating them as needed. A restroom and a shower are needed in the Severely Handicapped side.

VII. INTERNAL TRAFFIC

Students move from classroom area to an enclosed toileting area, to space for wheelchair movement and storage, and other equipment storage. This classroom is to be a large area so that free and safe movement can occur. Movable walls will delineate the areas used for Special Day class and Severely Handicapped and can be adjusted to accommodate changes in class sizes and activities.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment are needed:

1. Intercom and clock with 2nd hand;
2. Telephone;
3. Large bean bag chair;
4. Changing table (3' x 2 1/2' x 6', padded with vinyl top);
5. Large mat table (5' x 6' x 2" with a 2" mat) for physical therapy;
6. Teacher desk and chair;
7. 1 table (2' x 6') for work plus 6 chairs;
8. 2 modified tables (U-shaped) for wheelchair use with computer and typewriter;
9. 1 typewriter;
10. Overstuffed rocking chair;
11. Large print electric typewriter;
12. 2 standing tables with trays for working surface;
13. Refrigerator;
14. Cupboard and counter;
15. Sink (kitchen style) with modified handles in kitchen cabinets;
16. Shelves (approximately 100 linear feet);
17. Food Processor;
18. TV and cable, VCR;
19. Computer with printer and necessary modifications for special handicapped with adjustable, movable keyboard ledge; computer table adaptable to wheelchairs; also, software for special education;
20. Washer and dryer;
21. Writing surface (4' x 8');
22. Vacuum cleaner;
23. 2 (5' x 6') portable screens for privacy;
24. 2 tape recorders;
25. Modified switch equipment for light;
26. Tack board for rest of wall space and cupboard doors;
27. 12 coat hooks with shelves for lunch boxes and back packs;
28. By each sink:
    -Very sturdy soap dispensers;
    -Paper towel dispensers; and

29. Bathroom Area:
    -Modified toilet for wheelchair transfer;
    -Tile floor;
    -Modified shower with bathing area, with lift;
    -Modified wash basin that has:
        -Wheelchair access;
        -Modified handles.

IX. UTILITIES

1. Ample outlets (about every 6 feet about 15' off floor; counter outlets above counter about every 2');
2. Surge control panel for computer;
3. Extra phone for emergency in case power is down;
4. Hot and cold water to all sinks and washer; modified handles on sinks;
5. Items necessary for computer network (i.e., what kind of cables, telephone wires, modem outlets);
6. Fire and security alarm system;
7. Heating, ventilation, and air conditioning system; and
8. Hook-ups for washer and dryer.

X. SPECIAL REQUIREMENTS

1. This program would be housed in the same facility as the Special Day Class Program (approximately 1300 square feet for room size).
2. Wheelchair accessible equipment and furniture and traffic patterns allowing for wheelchair movement;
3. Warm water
   (*Consider in planning materials for the severely handicapped room that extra maintenance and cleaning is needed for communicable disease control and durable, washable materials are needed.);
4. 2 doors into classroom;
5. Plenty of windows; and
6. Modified toilet, basins, and shower described above.

XI. STORAGE

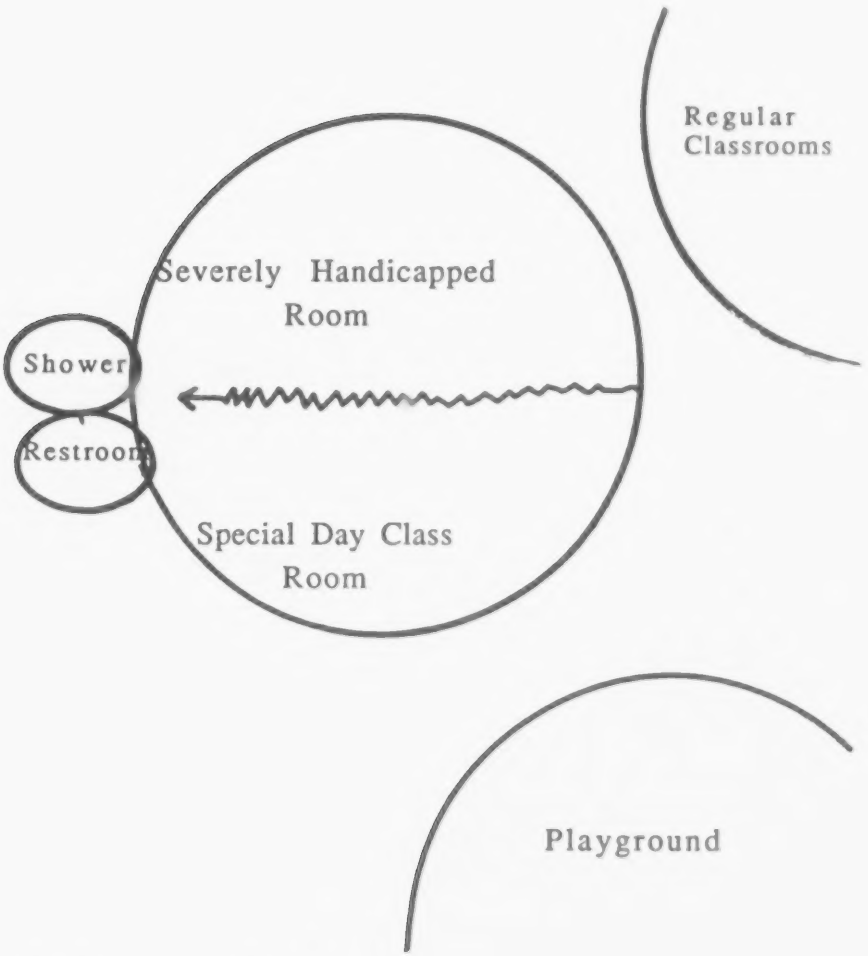
Lots of storage is needed for large equipment - wheelchairs and other equipment used on a daily basis - need floor space (wheelchair floor space storage for 12 wheelchairs). Storage for:

1. 2 standing tables (7' x 3');
2. 2 jet mobiles (4' x 2'); and
3. 2 side lyers (5' x 3').

XII. ENROLLMENT

Projections indicate a future need for twelve students. The program will share the facilities with Special Day Class and jointly will need approximately 1300 square feet of space.

ORIENTATION AND RELATIONSHIPS
Severely Handicapped (SH) Room
Special Day Class (SDC)



NOTE: All facilities must be planned for wheelchair accessibility and use.

DESIGNATED INSTRUCTIONAL SERVICES CENTER (DIS CENTER)

I. INTRODUCTION

This center should be located near the administrative complex and would house the following professionals: school psychologist, nurse, language, speech and hearing specialist and other designated instructional service personnel, such as a visually handicapped teacher, a hard of hearing teacher, etc. This center will consist of 2 large rooms (each 200 square feet) and 1 smaller office (8' x 10'). Each of the three rooms will have its own entrance. These three rooms would include:

1. Psychologist's Counseling/Conference room (200 square feet);
2. Nurse's Room (8' x 10'); and
3. Speech and Language Specialists Room (200 square feet).

II. CURRICULUM TO BE TAUGHT

The offices within the center will be used for the following purposes:

1. Psychologist's Counseling/Conference Room: individual counseling and individual testing, group counseling, child study team meetings, individual educational plan meetings (200 square feet);
2. Nurse/Psychologist's Office: hearing testing and screening, vision testing, scoliosis screening, individual health counseling with students and staff, telephone interviewing, record reviewing, inservicing (8' x 10'); and
3. Speech and Language Room: individual and small group instruction (1-6 students), individual testing, parent interviewing (200 square feet);

III. EDUCATIONAL OUTCOMES

These professional insure that students receive an appropriate educational placement and provide materials, instruction, and consultation to both special education and regular education staff and students.

IV. DISCERNIBLE TRENDS

There will be an increased demand for services as the district population grows. The trend to place the severely handicapped on their home campus would necessitate the provision of more services and facilities. A local trend is to increase counseling services

V. TEACHING AND LEARNING ACTIVITIES

The teaching and learning activities are described by area:

1. Psychologist's Counseling/Conference Room:
   -testing;
   -consultation;
   -counseling;
   -report writing;
   -parent conferencing;
   -child study team meetings;
   -individual educational plan meetings;
   -parent conferencing;
   -teacher conferencing;
   -inservicing; and
   -special education staff meeting;
2. Nurse/Psychologist's Office:
   -hearing testing and screening;
   -vision testing;
   -scoliosis screening;
   -individual health counseling;
   -telephone interviewing;
   -record reviewing;
   -inservicing; and
   -health education planning;
3. Speech and Language Room:
   -individual and small group instruction (1-6 students);
   -individual testing;
   -report writing;
   -consultation;
   -parent interviewing; and
   -computer instruction.

VI. ORIENTATION AND RELATIONSHIPS

The center should be located near the administrative complex and the primary wing, but not within the administration building. It would consist of 2 large rooms (each at least 200 square feet) and 1 smaller offices (8' x 10').

These rooms should all have direct outside access through a hall. Personnel should not have to pass through any other office to enter their office. There will be a connecting door between the nurse/physchologist's office and the psychologist's counseling/conference room. All rooms must have windows.

VII. INTERNAL TRAFFIC

Movement is primarily single student or parents meeting with consultant.

VIII. FURNITURE AND EQUIPMENT

1. Psychologist's Counseling/Conference Room:
    1. Large rectangular table (for 10 chairs);
    2. Small table (2' x 4') trapezoid shape;
    3. 2 chairs (adjustable for younger and older students);
    4. 10 adult chairs;
    5. Telephone (including intercom to office);
    6. Carpeting;
    7. Windows;
    8. Pencil sharpener;
    9. Writing board (3' x 5 '); and
    10. Tack board walls.
2. Nurse/Psychologist's Office:
    1. Teacher's desk and desk chair;
    2. Locking file cabinet (4 drawer);
    3. Telephone (with intercom to office);
    4. Windows;
    5. Carpeting (anti-static);
    6. Shelves (4 shelves, 3' long);
    7. Locking cupboard for equipment (6' x 2 1/2' x 1 1/2'), adjustable shelves;
    8. Computer with printer;
    9. 1 table with 3 chairs (2 1/2' x 4');
    10. Audiometer;
    11. Typanometer;
    12. Vision screener;
    13. Color vision plates;
    14. Writing board (3' x 5');
    15. Clock with second hand;
    16. Pencil sharpener;
    17. Tack board walls; and
    18. Free standing screen (5' x 6').

3. Speech and Language Room:
    1. Teacher's desk and desk chair;
    2. Locking file cabinet (4 drawer);
    3. Telephone (with intercom to office);
    4. Windows;
    5. Carpeting (anti-static);
    6. Shelves built in along one wall (4 shelves, 10' long);
    7. Computer with printer;
    8. 2 tables (2 1/2' x 6');
    9. 6 student chairs;
    10. Writing board (3' x 5');
    11. Clock;
    12. Pencil sharpener;
    13. Tack board walls; and
    14. 1 tape recorder.

IX. UTILITIES

The utilities should include:

1. Telephones in all rooms with intercoms to office;
2. Several electrical outlets in each room or office;
3. Fire and security alarm system; and
4. Heating, ventilation, and air conditioning system.

X. SPECIAL REQUIREMENTS

Special requirements should include:

1. Handicapped access to all rooms;
2. All rooms must be sound proof;
3. All walls are full-sized;
4. All tables will be wheelchair accessible;
5. Windows in all rooms; and
6. All carpeting must be anti-static.

XI. STORAGE

The following storage should be included:

1. File cabinets (locking) in Nurse/Psychologist's Office and Speech/Language Room (4 drawer);
2. Shelves in each room; and
3. Locking cupboards in Nurse's Room.

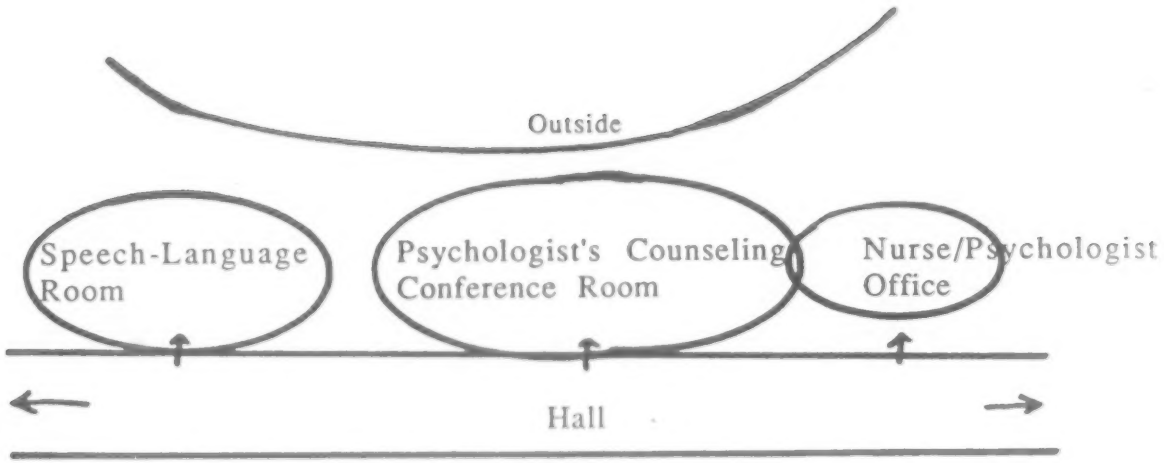
XII. ENROLLMENT

In the Speech and Language program there would be approximately 30 students enrolled in the program (maximum of 6 students at one time).

*Many other students will be evaluated by the nurse, the psychologist, the speech and language specialist and other designated instructional services (DIS) personnel.

ORIENTATION AND RELATIONSHIPS

Designated Instructional Services Center



OFFICE - RECEPTION

I. INTRODUCTION

The administrative suite serves as a main reception area to visitors and as an integral part of the school environment. Therefore, it should be attractive and functional; thus setting the professional standards of the school.

II. CURRICULUM TO BE TAUGHT

The function is a support service to all programs and operations.

III. EDUCATIONAL OUTCOMES

Administrative offices will efficiently and professionally conduct the operations of a school business, serving the needs of student, staff, and the public.

Work space will be designed for optimum efficiency and confidentiality. The office will utilize modern technology and time saving tools.

IV. DISCERNIBLE TRENDS

The office will be designed in such a way to utilize new computer technology; especially in the area of data management.

We see the office becoming more oriented towards the social services, therefore, indicating a need to work more closely with those agencies.

V. ACTIVITIES

There will be a school secretary and a school clerk. Their duties may include: typing, bookkeeping, counting and transferring money to the district office, filing, answering phones, dealing with students, staff and parents, keyboarding and other computer work, using all copy machines, maintaining student records, reception, doing student enrollments and withdrawals, student attendance, supervising waiting area for vice principal/principal, using an adding machine, filling out forms, routine office activities, lost and found, student illness/injury, opening school mail and preparing reports, and other activities as needed.

A vice principal will be assigned to provide administrative support for the principal and manage the range of services which will be provided with year round school, extended day activities and community services.

VI. ORIENTATION AND RELATIONSHIPS

School secretary must have quick and easy access to:

1. Reception counter;
2. Mail, receiving and sending;
3. Visitors;
4. Staff members;
5. Facility for office supplies (not to be shared);
6. View of parking lot, entrance, and playground;
7. Functions adjacent to principal's office;
8. PA system;
9. Students;
10. Deliveries;
11. Sink and firs aid supplies; and
12. Files.

VII. INTERNAL TRAFFIC

Office personnel will have continuous movement to and from:

1. Business machines (copier, computer, work area);
2. Nursing facilities;
3. Phones;
4. Counter (3-4' counter);
5. Principal/vice-principal (i.e., Conference room);
6. Restrooms;
7. Reception area;
8. Flow through traffic should be limited by natural boundary with use of carpets, lights, etc.;
9. Immediate access to files; and
10. Central intercom center.

VIII. FURNITURE AND EQUIPMENT

The areas within the office complex will have the following furniture and equipment requirements:

1. Refrigerator-freezer;
2. Lateral file cabinets with locks (30 ft.), one master side bar lock;
3. Paper shredder;
4. Round table with six chairs (4');
5. 6 extra chairs;
6. Copy machine with counter and storage area underneath;
7. Collator;

8. Coffee pot;
9. Microwave;
10. Postage meter with seal and scale;
11. 3 typewriters;
12. Electric pencil sharpener;
13. 3 word processors/computers;
14. 2 adding machines;
15. Office chairs with seat and back padding;
16. 2-3 computers and accessories including printer, modems, etc.;
17. 1 lazer printer;
18. Gestetner Mimeograph machine;
19. Scanner for above;
20. Counter (4') at reception area (with slots facing reception area for parent/student material);
21. Teacher/staff mailboxes (between office and staff room);
22. 2 cabinets/supply closet with lock;
23. 1 coat closet with lock with coat hangers;
24. Anti-static, stain guarded carpet;
25. Clock;
26. 3 L-shaped desks;
27. 3 secretarial chairs;
28. Paging system for custodian, vice principal, principal;
29. Counter and sink with storage space under sink;
30. Portable wall partitions for office design;
31. 3 wastebaskets;
32. 2 dictation machine;
33. Blinds for windows;
34. Two-way intercom system with access to all classrooms and special facilities and with ability to patch through outside calls;
35. Safe;
36. Cart with wheels for lost and found;
37. Fax machine;
38. Refrigerated drinking water fountain;
39. Trophy case;
40. Bookshelf 4' x 6' with adjustable shelves;
41. Small cot;
42. 1 large trash can;
43. 3 staplers;
44. 1 heavy duty stapler; and
45. Large 3-hole punch.

IX. UTILITIES

The utilities required in the office complex are as follows:

1. Sink with hot and cold water (hot water heater in office) with storage beneath;
2. Electrical outlets every 6 feet on wall and in floor near work stations;
3. Telephone system/switchboard;
4. Heating/Air conditioning with central controls;
5. Security system including fire alarms, fire equipment controlled and accessed to the complete building;

6. Adequate conduit for expansion of future services of technology;
7. Electrical surge protection (computers);
8. Space for three personal computers;
9. Hot water heater located under the sink; and
10. Adequate lighting in work areas.

X. SPECIAL REQUIREMENTS

The office area has the following special requirements:

1. Halon sprinkle system (fire protection);
2. Intercom connected with each classroom with special facilities to patch through outside calls;
3. Tackable walls;
4. Restrooms for office staff with hot and cold water;
5. Windows facing front of school for security;
6. Emergency alarm (panic button) for security - principal/secretary;
7. Handicap access for both students and employees;
8. Front and back doors;
9. Chalkless writing board for message center by teachers' boxes;
10. Voice mailbox (to facilitate messages, as part of telephone system);
11. Vestibule with automatic doors at each end for climate control;
12. Hot water heater located under sink;
13. Announcement board;
14. Heating, ventilation, and air conditioning system; and
15. Fire and security alarm system.

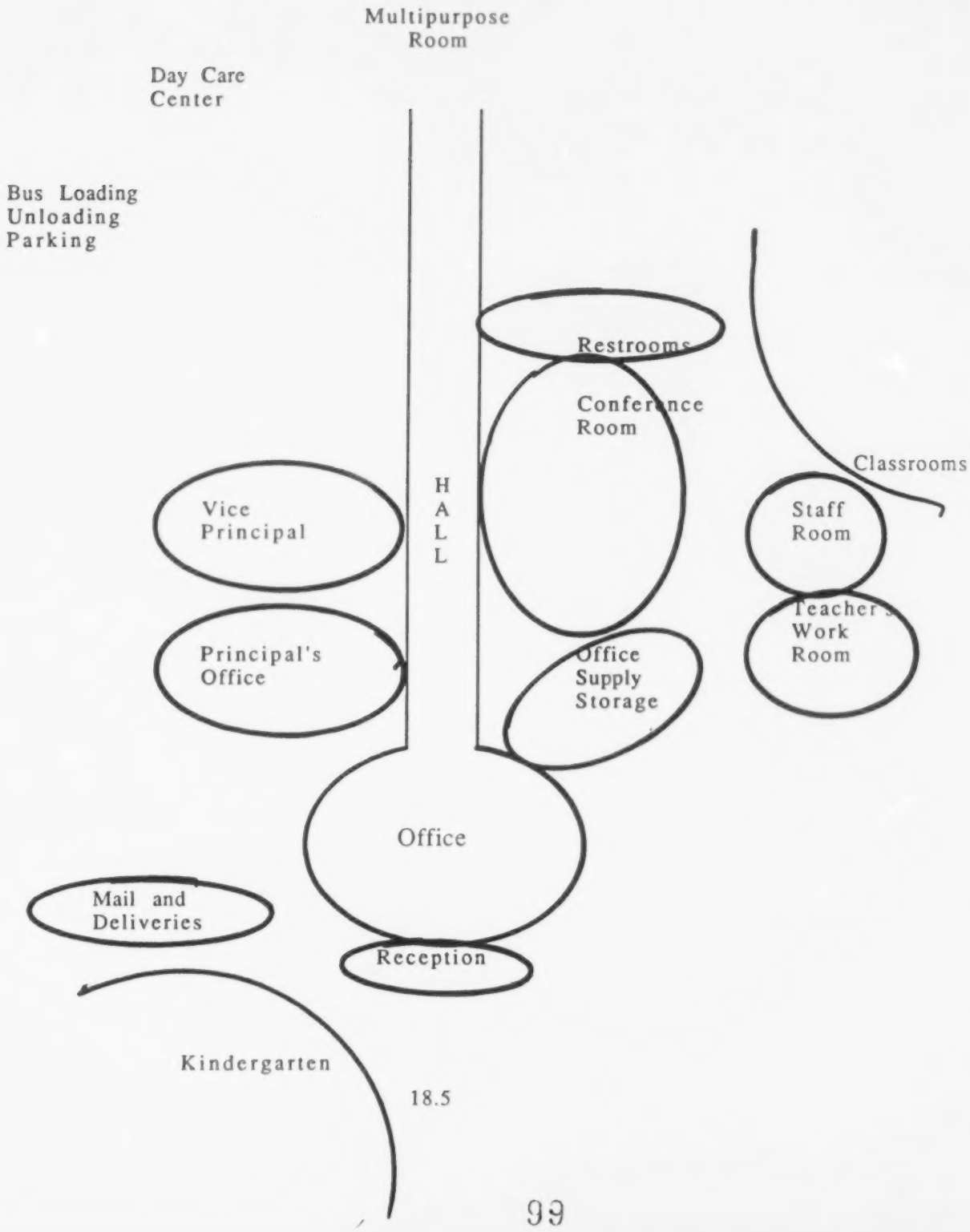
XI. STORAGE

1. Storage closet for office supplies of adjustable shelves to ceiling, double door size (7' tall, 6' wide, 3' deep);
2. Closet for hanging 10 coats;
3. Cabinets with lock for valuables;
4. Walk-in, fire proof, vault for permanent records, cumulative folders, finances and other important papers;
5. Storage for printed materials (bookkeeping, attendance, records, registration forms, 18" deep, 5' tall, 4' wide); and
6. One pegboard inside of cabinet door for holding key storage for about 75 keys.

XII. ENROLLMENT

Main office reception area should hold at least 12 to 15 people comfortably, but it should have seating for 6 people. The reception area should seat at least 6 people, but also provide standing room at the counter for up to 10 people.

ORIENTATION AND RELATIONSHIPS
Administration Complex



PRINCIPAL'S OFFICE

I. INTRODUCTION

The principal's office serves as an indicator of the management style used in the school. It should be a friendly, professional atmosphere with well planned use of space to allow for individual office and small conferences. Security and privacy are important aspects of the office design.

II. CURRICULUM TO BE TAUGHT

The function of administration is to provide leadership and be of service to students, teachers, staff, and community members.

III. EDUCATIONAL OUTCOMES

The principal's office should be designed as a working office where decisions effecting the operation of the school site can be made with the least amount of interruptions. The office should be flexible enough to provide management of both adult and student concerns. This will also require that the office be designed so that confidential conversations and communication can be made. The office should also reflect the use of modern technology to increase efficiency.

IV. DISCERNIBLE TRENDS

The principal will become the instructional leader in the school, maximizing the potential for excellence in student learning. The operation of the principal's office will become more business efficient because of the requirements which will be placed on that individual. This will include serving a changing and diverse student population; with mixed socio-economic background. The school will serve the community for longer hours and more days per year. This increased service may create the need for several administrative personnel to occupy the principal's office. It is predicted that more decision making authority will be shifted from central district administration to the site level (site based management). Management of security will become of greater concern and the planning of maintenance and operation will occur around the clock. This will also require constant monitoring of energy consumption.

V. ACTIVITIES

The activities will include:

1. Disciplining students;
2. Conferencing with students, staff, and parents;
3. Meeting with School Site Council;
4. Writing reports;
5. Planning;
6. Monitoring;
7. Communicating;
8. Evaluating;
9. Providing professional growth of both staff and self; and
10. Networking.

VI. ORIENTATION AND RELATIONSHIPS

The principal's office should have the following orientation and relationships. The principal's office will be internal to the administrative suite. It will be close to the vice principal(s) and school secretary desk. It will have a door which opens to the office suite and a door which opens to the exterior of the building away from public access.

Indirect access will be to the school clerk, student, parents, and staff members (must clear through school secretary or clerk). Must have access to large conference room and restrooms. May be located close to staff room, but must be soundproof. Should have at least one large window.

The administrative suite should be located near the visitor parking lot and near the postal box. It should be located in the entry portion of the school near buildings which have active use (Kindergarten, Multipurpose, Day care).

Bus and student loading during normal hours should be located away from the area.

VII. INTERNAL TRAFFIC

The principal should have free circulation of the administrative suite without disturbing office operations. The principal should have direct access to the school secretary and vice principal. The large conference room should be easily accessible to the principal. Unscheduled interruptions (phone calls, drop-in visitors, staff) should be controlled by school secretary. The principal should be able to enter and exit office without disturbing office operations and in some cases without using office main entrance.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment is required in the principal's office:

1. Bookshelves - at least 10' x 7' high with adjustable shelves;
2. 2 file cabinets with locks (up graded material), 4 drawer;
3. Credenza built into wall with roll top cover and lock (light necessary);
4. Executive desk and chair;
5. Conference table for 6 people and 6 chairs (up graded with padded chairs or rollers);
6. Phone with speaker;
7. Intercom;
8. Pager;
9. Small sink and counter area;
10. Coffee pot;
11. Computer and printer, etc.;
12. Typewriter;
13. Adding machine;
14. Dictation machine;
15. AV - TV monitor, VCR, Radio (AC/DC power);
16. Chalkless writing surface with cover and lock (4' x 8');
17. Blinds for windows;
18. Carpet, anti-static and anti guard;
19. Overhead lighting with concentration over work area;
20. Emergency panic button;
21. 2 wastebaskets; and
22. Clock.

IX. UTILITIES

1. Electrical outlets every 6 feet on wall about 12" above floor;
2. Telephones, including dedicated lines for computer use;
3. Hot and cold water in sink;
4. Security system including fire (automated card reading security system); and
5. Cable TV.

X. SPECIAL REQUIREMENTS

Provisions must be made in anticipation of the growth of computer technology. Special outlets, cable and wiring may be necessary. Extra conduit should be in place. Also needed are:

1. Tackable wall surfaces;
2. Sound proof walls and doors;
3. Satellite dish;

4. Heating, ventilation, and air conditioning system; and
5. Fire and security alarm system.

XI. STORAGE

1. 1 closet for hanging 10 coats (4 x 7 x 3);
2. Cabinet around sink area (6 x 7 x 4); and
3. Cabinet above credenza and behind rolling door.

XII. ENROLLMENT

The principal's office should hold at least 6 people in a conference area within the room and 4 people around the principal's desk.

ORIENTATION AND RELATIONSHIPS
Administration Complex

See: Office - Reception - Administration (18.5)

VICE-PRINCIPAL'S OFFICE

I. INTRODUCTION

The vice-principal's office is an indicator of the management style utilized at the school and also serves as an intermediary to the principal. There should be a friendly, professional atmosphere with well planned use of space. Privacy and security are important aspects of the office design. The office must be designed to protect confidentiality.

II. CURRICULUM TO BE TAUGHT

The vice-principal assists the principal in providing leadership and management functions to serve students, teachers, staff, and community members.

III. EDUCATIONAL OUTCOMES

The vice-principal's office should be designed as a working office for effective management of pupils, parents and personnel. Therefore the office should be designed in such a way that pupils, parents and personnel will have their confidentiality respected. The office should also reflect the use of modern technology to increase efficiency.

IV. DISCERNIBLE TRENDS

The vice-principal will increasingly become more specialized with assigned responsibilities. They will also be called upon to act in place of the principal when necessary.

V. ACTIVITIES

The vice-principal will be involved in the following:

1. Discipline;
2. Conference with students, staff, and parents;
3. Necessary meetings;
4. Report writing;
5. Monitoring;
6. Communication;
7. Professional growth of both staff and self;
8. Networking;

9. Evaluation; and
10. Acting in place of the principal when the principal is away from the school.

VI. ORIENTATION AND RELATIONSHIPS

The vice-principal's office will be internal to the administrative suite. It will be close to the principal and school secretary desk. It will have a door that opens to the office suite and a door which opens to the exterior of the building away from public access.

Indirect access will be to the school clerk, staff members, students, and parents (who must clear through school secretary or clerk). It must be near the large conference room and restrooms. It may be located near the staff room, but must be soundproof and should have at least one large window.

The administrative suite should be located near the visitor parking lot and the mailbox. It should be located in the entry position of the school near the buildings which has active use (Kindergarten, Multipurpose, extended care).

Bus and student loading during normal hours should be located away from this area.

VII. INTERNAL TRAFFIC

The vice-principal should have free circulation of administrative suite without disturbing office operations. Vice-principal should have direct access to the school secretary. The large conference room should be easily accessible. Unscheduled interruptions should be controlled by the school secretary.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment is needed in the vice-principal's office:

1. Standard office size desk;
2. Desk chair;
3. Bookshelf (10' x 7') with adjustable shelves;
4. File cabinet with lock;
5. 2 student chairs;
6. Telephone with speaker;
7. Chalkless board (4' x 4') with doors;

8. Computer with accessories;
9. Anti-static carpet;
10. Wastebasket;
11. Emergency panic button;
12. Dictation machine;
13. Clock; and
14. Intercom (with phone).

IX. UTILITIES

Utilities required in the vice-principal's office include:

1. Electrical outlets every 6 feet on wall;
2. Telephone, including dedicated line for computer use; and
3. Overhead lighting.

X. SPECIAL REQUIREMENTS

Special requirements include:

1. Tackable wall surface;
2. Sound proof walls and doors so that communications remain private;
3. Window blinds for privacy;
4. Heating, ventilation, and air conditioning system; and
5. Fire and security alarm system.

XI. STORAGE

The vice-principal's office should have a closet (4' x 7' x 3') with coat hangers and adjustable shelves.

XII. ENROLLMENT

The vice-principal's office should hold at least 4 people at any one time.

See: Office and Reception (18.5)

CONFERENCE ROOM

I. INTRODUCTION

The conference room will be a place where professionals can meet and discuss educational philosophies, gather information and plan and share educational programs. It may also be used for meetings of up to 12 people.

II. CURRICULUM TO BE TAUGHT

The purpose of this room is to help those who use it share information for decision making.

III. EDUCATIONAL OUTCOMES

The conference room will be a place where professionals can meet and discuss educational philosophies, gather information and plan and share educational programs. It may also be used for meetings of up to 12 people.

IV. DISCERNIBLE TRENDS

Conference rooms are becoming of increasing importance as professionals gather to share information and plan educational program. As schools become a focal point of the community, the conference room will be used by a variety of community-oriented groups.

V. ACTIVITIES

The activities in the conference room will include:

1. School level meetings;
2. Special staff meetings;
3. Meetings with district officials;
4. Teleconference; and
5. Small group demonstrations.

VI. ORIENTATION AND RELATIONSHIPS

The conference room should be easily accessible to the principal and vice-principal. It should have a separate entrance/exit to the outside that the public could utilize. Windows should be along one wall to give an open feeling to the room.

VII. INTERNAL TRAFFIC

People should be able to move freely around the conference room table and through to the office areas.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment required are:

1. Conference size table;
2. Credenza (4' x 6');
3. Chairs, 12 around table/ 10 stored in a storage area near by;
4. Chalkless board (4' x 8') that can be covered to save confidential information;
5. Tack board (4' x 4') with map railing;
6. 2 wastebaskets;
7. Television;
8. VCR;
9. Phone with speaker;
10. Intercom;
11. Tackable wall surface;
12. Small sink with hot and cold water and electrical outlet;
13. One wall with storage cabinets, 3/4 of the length and 1/4 length with book shelves;
14. Overhead lighting with dimmer control;
15. Windows (large) with blinds;
16. Storage area for coats and hats;
17. At least 2 separate door ways, one of which opens to restroom area;
18. Clock; and
19. Anti-static, stain guard carpet.

IX. UTILITIES

1. Electrical outlets should be every 6 feet on wall;
2. Telephones for possible teleconferences;
3. Cable TV;
4. Computer terminal outlet;
5. Interactive TV cable for possible broadcast of video;
6. Sink with hot and cold water;
7. Heating, ventilation, and air conditioning system; and
8. Adequate lighting.

X. SPECIAL REQUIREMENTS

The room should be sound proofed with a telephone that has the capability for teleconferencing. Furniture should be comfortable and be designed for long periods of work at chair and table. Fire and security alarm system should be provided.

XI. STORAGE

There should be a closet to store 10 extra chairs. A wall with 3/4 the length in 7 feet cabinets and 1/4 the length in book shelves. Storage should be provided around the sink area.

XII. ENROLLMENT

Conference room should seat a maximum of 20 people.

ORIENTATION AND RELATIONSHIPS
Administrative Complex

See: Office, Reception, Administration (18.5)

TEACHERS' WORK ROOM

I. INTRODUCTION

The work room needs to be an area that is big enough to accommodate all needed equipment and 8-10 adults comfortably at any given time. This room is a necessity to all teachers because a variety of teaching materials will be developed in this room.

II. CURRICULUM TO BE TAUGHT

Curriculum resources will be created in this room.

III. EDUCATIONAL OUTCOMES

All materials developed in this room will be created by teachers, teacher aides, and parent volunteers. The materials will be used by students, but students will not have access to this room.

IV. DISCERNIBLE TRENDS

Hands on learning trends indicate a need for teacher developed materials, utilizing all equipment.

Literature based reading indicates a need for a book binding machine, laminator, and opaque projector for projects.

V. TEACHING AND LEARNING ACTIVITIES

Staff activities will be:

1. Measuring, cutting, writing, and drawing on all sizes of paper and poster board;
2. Making copies on copy machines;
3. Making copies on a ditto machine;
4. Using thermofax machine;
5. Laminating various types of projects;
6. Binding student-made books;
7. Using the Opaque projector for art projects and enlarging maps, pictures;
8. Typing;
9. Sorting and stapling papers; and
10. Coordinating various projects.

VI. ORIENTATION AND RELATIONSHIPS

The teacher work room should be adjacent to the staff room and to the teacher supply room with entrances to both areas. It should be near the library.

VII. INTERNAL TRAFFIC

Eight to ten teachers need to move freely to and from machines with counter space between machines. A small sink should be in one corner away from traffic.

VIII. FURNITURE AND EQUIPMENT

1. 2 copiers, full size capacity; one that collates and enlarges/decreases picture size with front to back and double page capacity;
2. 1 thermofax;
3. 1 ditto machine;
4. Self-feeding laminator - large size;
5. Book binding machine;
6. 2 paper cutters;
7. Di-cut machine;
8. 2 large garbage cans;
9. Abundant counter space, adequate to hold all equipment listed in items #1, 2, 3, 5, 6, 7, 14;
10. 1 heavy duty staplers with long arms and 2 electric staplers;
11. Opaque projector;
12. Button making machine;
13. Butcher paper cart - 8 roll capacity with cutters;
14. 1 primary typewriter;
15. Wall clock;
16. Intercom - phone style;
17. Pencil sharpener (electric);
18. 1 step stool;
19. Soap dispenser and paper towel holder on wall by sink; and
20. Counter with laminated surface, with cabinets underneath (36" high and 36" wide).

IX. UTILITIES

The utilities required are:

1. Small sink with hot and cold water with counter space along the long wall and cabinet underneath;
2. Phone jack for wall phone; and
3. Electrical outlets along counter top every 3', also along walls without counters every 6'.

X. SPECIAL REQUIREMENTS

The work room should have adequate heating, air conditioning and proper ventilation to accommodate fumes from copy and ditto machines. It should also have acoustical tiles to limit noise. There should be a fire, security alarm system.

XI. STORAGE

1. Two walls with counter space (36" high x 30" wide) for equipment with kitchen type cabinets overhead and cabinets and drawers underneath (overhead cabinet depth should be 14");
2. One wall to house copiers with cabinet space above copiers;
3. One wall painted white for Opaque projector, can be small wall with door;
4. There should be a sink with hot and cold water at one end of small white wall with a cabinet underneath;
5. One wall should hold 10-15 project storage (cubbies) areas (18" deep x 12" wide x 12" high) for teacher usage;
6. Laminator counter should be free standing with a depth and width to accommodate the laminating machine. Area behind the laminator needs to be open space for material to drop down after being laminated (as seen in the Twin Oaks Elementary School at San Juan Unified School District); and
7. Area for paper cutter should have enough depth to accommodate paper cutter and include an attachable receptacle for waste paper.

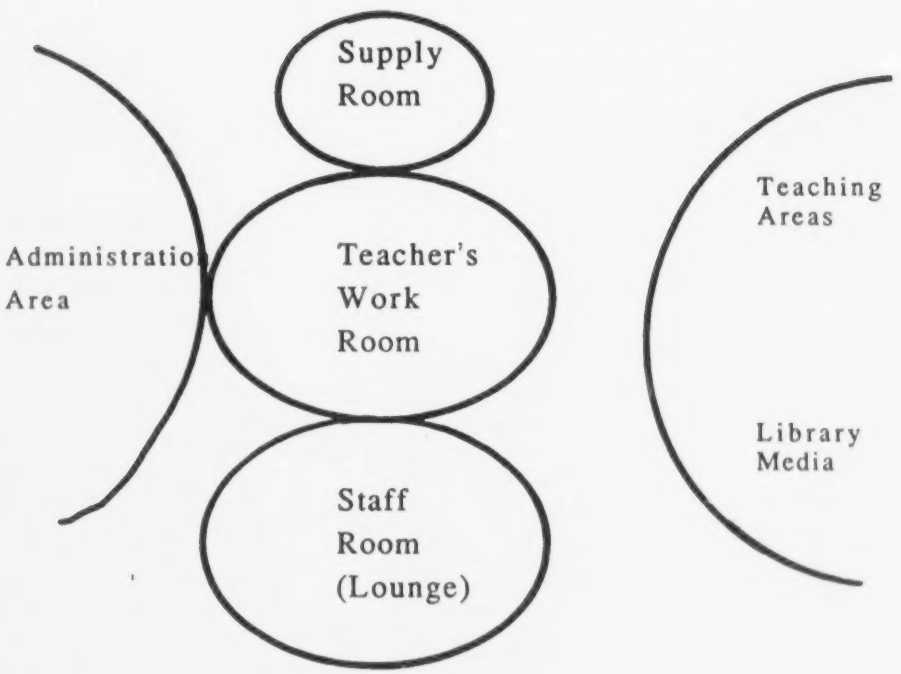
XII. ENROLLMENT

The work room should be planned for utilization by 24 teacher, 24 teacher aides, parent volunteers, library staff, and office staff. There will be approximately 10 people present at any one time.

ORIENTATION AND RELATIONSHIPS

Teachers Work Room

Staff Lounge



STAFF LOUNGE

I. INTRODUCTION

The staff lounge must function as a stress reducing environment taking into consideration things such as color, climate control, acoustics, comfort and its location to other areas such as library, work room, supply room and office. The staff lounge might also be utilized for K-5 cooking purposes on a sign up basis.

II. CURRICULUM TO BE TAUGHT

Not Applicable.

III. EDUCATIONAL OUTCOMES

The staff lounge will be used to eat, relax, meet, and work in a comfortable and stress reducing environment. Staff members will be able to return to the classroom and teach more effectively.

IV. DISCERNIBLE TRENDS

Increased stress calls for stress reduction through soothing color for mood improvement and soft music for stress reduction.

V. TEACHING AND LEARNING ACTIVITIES

Staff activities include:

1. Lounge and meeting room;
2. Central location for mail and messages;
3. Storage and preparation of staff meals;
4. Table space for eating, seating 35 adults;
5. Place and receive phone calls, messages through phone intercom;
6. 2 restroom facilities with hot and cold water; and
7. Bulletin board information center.

VI. ORIENTATION AND RELATIONSHIPS

The staff lounge should be adjacent to the work room and the teacher supply room with a door between the two rooms. It should be as near as possible to the library and office for working purposes. It should open onto the patio.

VII. INTERNAL TRAFFIC

All staff members may use the staff lounge at lunch time. There should be adequate space for moving. Food preparation are needs to be easily accessible, with room to move from food storage to food preparation to eating area.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment is required:

1. Microwave;
2. Double oven/stove (electrical); range hood with fan;
3. Double sink with garbage disposal;
4. 2 refrigerator/freezer with ice maker;
5. Coffee maker;
6. Staff mail boxes - 30 boxes (6" high x 12" deep x 10" long);
7. Wall clock;
8. Intercom (phone);
9. Large bulletin board or tackable walls;
10. Dry erase board (4' x 6');
11. 1 soda vending machine;
12. 1 snack vending machine;
13. Space for private phone use - two built-in booths, sound proof with a 18" deep x 3' counter/desk;
14. 2 wall mount phones;
15. 1 dishwasher, built-in;
16. Magazine rack;
17. Small tables and chairs to accommodate 35 adults while eating;
18. 3 couches, 3 easy chairs;
19. 1 soap dispenser at sink;
20. 1 paper towel dispenser at sink;
21. Anti-static, stain resistant carpet in lounging area;
22. Tile on floor in food preparation area;
23. 3 end tables;
24. 1 coffee table;
25. Wall mounted VCR/TV;
26. 40 cup coffee pot;
27. 2 large fry pans with lids;
28. 4 large cookies sheets;
29. 2 electric mixers;
30. Sauce pans;
31. 1 stock pan;
32. Egg beater;
33. Measuring cups;
34. Measuring spoons;
35. Mixing bowls;
36. Oblong cake pans;
37. Pie pans;

38. Silverware for 35;
39. Knives; and
40. Small AM/FM stereo/cassette player.

IX. UTILITIES

The utilities required are as follows:

1. Sink with garbage disposal, hot and cold water;
2. 110 volt electrical outlets every 3' along walls and countertops;
3. 220 volt outlet for stove/range;
4. 110 volt outlet strip in food preparation area for small appliances, located along counter top area;
5. Water and plumbing for ice maker;
6. Ventilation for stove;
7. Telephones (2); and
8. Instant hot water tap for instant hot beverages.

X. SPECIAL REQUIREMENTS

Special requirements in the staff room include:

1. Two private phone booths for phone calls;
2. Outdoor patio for lunch purposes (enclosed with 7' redwood fence) with electrical outlets;
3. Incandescent lighting;
4. One wall with sliding windows facing patio;
5. Staff lounge may be used for cooking purposes for K-5 children on a sign-up basis;
6. Tile 4' from edge of sink and stove area;
7. Two electrical outlets on patio;
8. Heating, ventilation, and air conditioning system; and
9. Fire and security alarm system.

XI. STORAGE

The storage required in the staff lounge is as follows:

1. Storage for approximately 10 coats;
2. In food preparation area, cabinets overhead for cooking utensils, food;
3. A large storage cabinet for K-5 cookware;
4. Under counter, individual compartments for personal storage, 30 units, (12" high x 12" wide x 14" deep);
5. Magazine rack;
6. Mailboxes - 30 boxes (6" high x 12" deep x 10" long); and
7. Cabinet underneath and above sink (kitchen type cabinets).

XII. ENROLLMENT

The staff room will be used by a maximum of 50 adults at any given time, for meeting purposes. For dining purposes, there will be no more than 35 at any given time.

ORIENTATION AND RELATIONSHIPS

Staff Lounge

PHYSICAL EDUCATION - OUTDOORS

I. INTRODUCTION

The Dry Creek Physical Education programs will include activities for grades K-8. Classes will be co-ed and taught daily. The planned multipurpose room will be utilized during inclimate weather. The program will teach skills as well as provide recreational lifelong activities. Students will not dress down for physical education.

II. CURRICULUM TO BE TAUGHT

The curriculum will focus on physical development and life-long activities.

III. EDUCATIONAL OUTCOMES

The students are expected to:

1. Learn physical skills as well as rules specific to sports and games;
2. Participate in team and individual activities and experiences;
3. Promote physical fitness; and
4. Develop a positive attitude toward physical activity.

IV. DISCERNIBLE TRENDS

The Physical Education program is taught by homeroom teachers. This trend may *diminish in the upper grades through departmentalization* and the advent of the Middle School concept.

Programs will have to be instituted to address physically handicapped students. The program will teach skills as well as life long activities.

V. TEACHING AND LEARNING ACTIVITIES

Fourth through *eighth grade students will be engaged in the following activities:*

1. *Warm up activities physical fitness;*
2. *Tumbling;*
3. *Badminton;*
4. *Volleyball;*
5. *Basketball;*
6. *Flag football;*
7. *Soccer;*

8. *Hand ball;*
9. *Tether ball;*
10. *Softball;*
11. *4 square; and*
12. *Dance.*

Kindergarten through third grade students will be engaged in the following activities:

1. Jump rope;
2. Tumbling;
3. Basic ball skills (throw and catch);
4. Locomotor movement;
5. Circle games and tag;
6. Relays;
7. Dance;
8. Creative movement and aerobics;
9. Team sport skills; and
10. 4 square.

VI. ORIENTATION AND RELATIONSHIPS

The Multipurpose room will be utilized during inclimate weather. It will also be used for food service and a lunch room cafeteria. See Multipurpose room.

Blacktop playground area should be between grass fields and school classrooms.

VII. INTERNAL TRAFFIC

Student traffic should have easy access to playing fields and surfaced play areas without disturbing their classes. They should be able to move to the Multipurpose room without disturbing classes. (See also Multipurpose Room).

VIII. FURNITURE AND EQUIPMENT

Furniture and equipment needed is as follows:

1. *Blacktopped surface to encompass 4 basketball courts with 10 foot standards (4th to 8th);*
2. Blacktopped surface to encompass 4 basketball courts with 8 foot standards (K-3 grades);
3. 2 Soccer fields with goals;
4. 4 baseball diamonds (can be part of soccer fields);
5. Blacktopped surface to cover 8 hand ball courts with 8' x 12' backboard;
6. Blacktopped area to encompass 6 tether ball poles (K-3 grades);
7. *Blacktopped area to encompass 6 tether ball poles (4-8 grades);*

8. *Blacktopped area to encompass 4 volleyball courts*; and
9. Blacktopped area for 4 square games (10 total areas).

(See Multipurpose room for indoor facilities.)

IX. UTILITIES

Water fountains and bathrooms near blacktop and field areas are required and within view of person on yard duty supervisions. A sprinkler system for field is also needed. (See multipurpose room for indoor requirements.)

X. SPECIAL REQUIREMENTS

Special requirements are:

1. Backstops at each baseball diamond;
2. Soccer goals on each soccer field; and
3. Team benches on baseball field for each team to seat 20 people.

XI. STORAGE

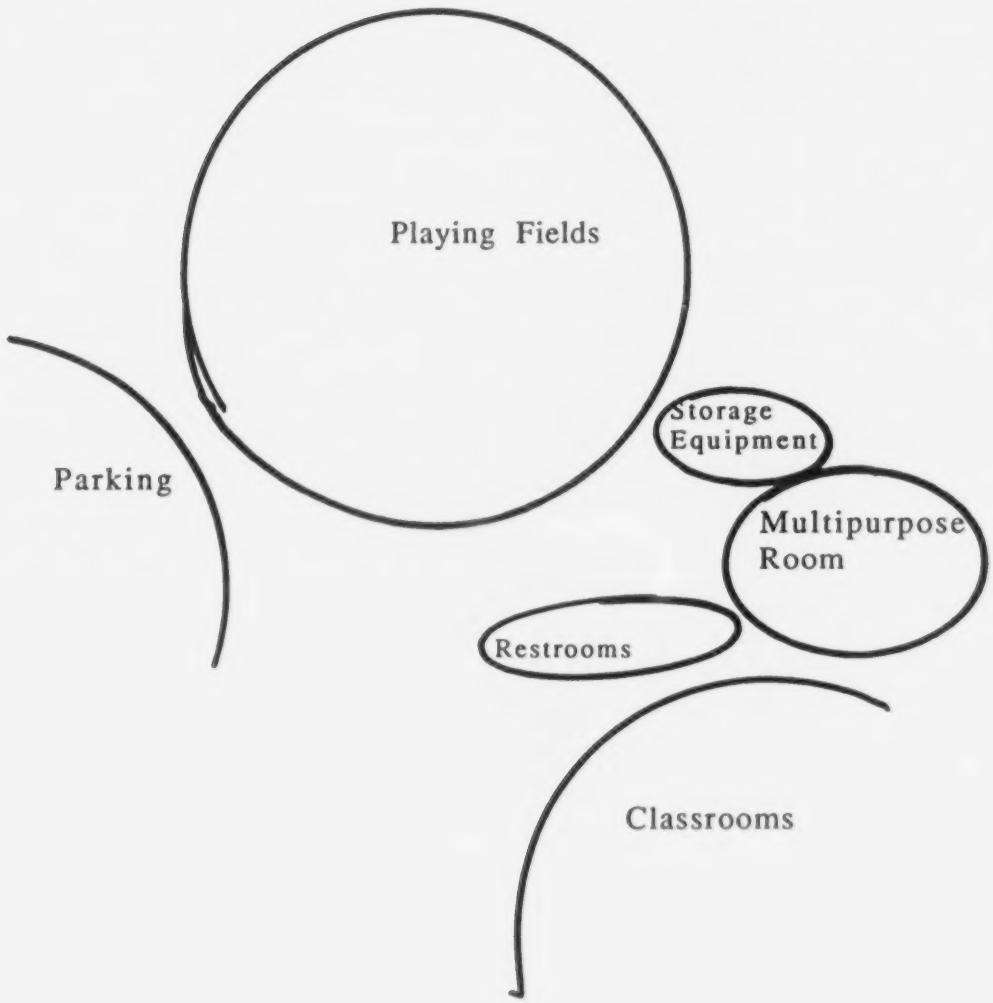
See Multipurpose room. A room 10' x 10' x 10' to store and checkout P.E. and playground equipment. This room is to have a 1/2 door with counter.

XII. ENROLLMENT

Each class will consist of 28 to 30 students with 600 students utilizing the fields during the course of a day. In emergency growth situations, the school numbers could increase to 750 students.

ORIENTATION AND RELATIONSHIPS

Physical Education - Outdoors



OUTDOOR EDUCATION

I. INTRODUCTION

Outdoor education includes all types of instruction which requires an outdoor environment for proper implementation. Areas of study include science, gardening, drama, and art.

An outdoor amphitheater could serve as a place for general community use as well as a child centered learning facility.

II. CURRICULUM TO BE TAUGHT

Curriculum includes language arts, fine art, science and environmental studies.

III. EDUCATIONAL OUTCOMES

Educational outcomes vary depending on the focus of the instruction. Generally, children should develop a greater awareness and appreciation of the outdoors.

IV. DISCERNIBLE TRENDS

Preservation of the environment and ecological concerns are essential for the future of the earth.

V. TEACHING AND LEARNING ACTIVITIES

Teaching learning activities will involve the following:

1. Performing arts will be staged outdoors in an amphitheater. Productions might include readings, plays, recitals, and rallies;
2. Horticultural studies will include the study of soil and plant life through the use of individual raised classroom gardening beds;
3. Science studies might include the study of solar energy, ornithology, nature walks, entomology, animal life, seasonal changes, observing and classifying data, etc.; and
4. Art studies might include rubbings using found materials from outdoors, sketching and painting outdoor scenes, and collages using found materials.

VI. ORIENTATION AND RELATIONSHIPS

The amphitheater should be situated in a position where stage faces north/south and away from classroom areas. It should accommodate 1/2 of the school enrollment.

Outdoor gardening beds should be easily accessible to classrooms. There should be a plot for each classroom. The gardening beds should be located inside each enclosed cluster of classrooms.

VII. INTERNAL TRAFFIC

Not Applicable.

VIII. FURNITURE AND EQUIPMENT

Raised garden beds for each class with minimum of 35 square feet per class.

Garden equipment and storage for each area include:

1. 3 hoses (1-12' and 1-25' hose);
2. 4 hand spades (child-size);
3. 1 long handled rake;
4. 4 small hand claw tools;
5. 2 adjustable spray nozzles for hoses; and
6. 1 long handled shovel.

IX. UTILITIES

Electrical/outdoor outlets are required for the amphitheater stage and outdoor lighting for amphitheater area for night use.

For garden beds, a water spicket at edge of each bed, with removeable on/ off valve.

If sidewalks or planting areas are installed prior to installing water for all planting areas, the water pipes should be laid under sidewalks, driveways, blacktop areas and stubbed off so that connection can be made at a later date.

X. SPECIAL REQUIREMENTS

Wheelchair accessibility for amphitheater must be provided. The rear stage area should have a partition or back drop to project the sound toward the audience.

XI. STORAGE

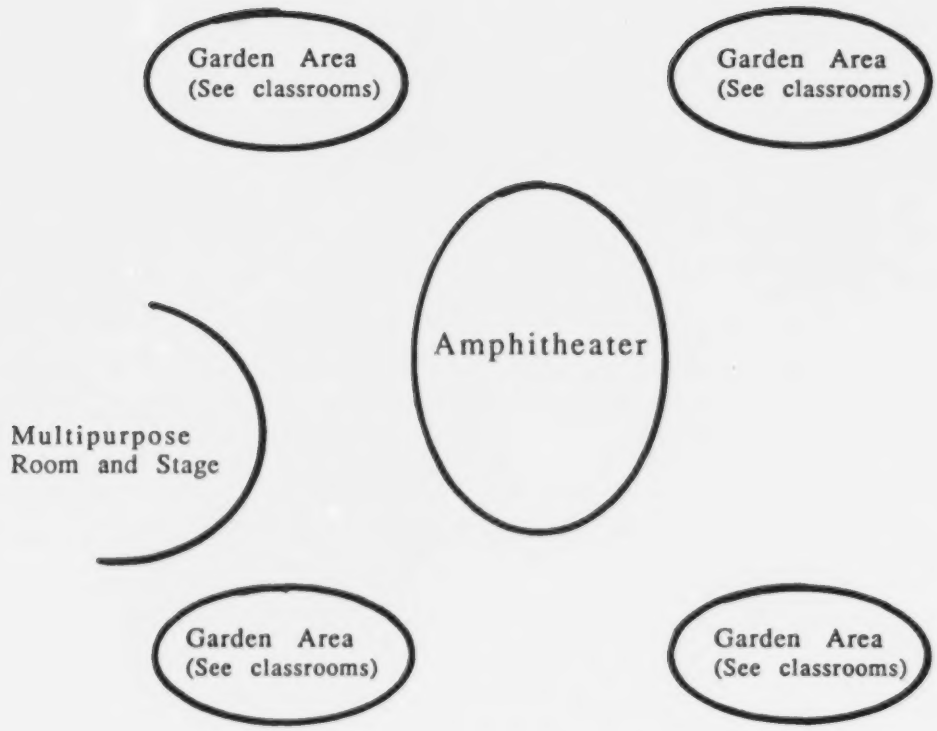
An easily accessible garden equipment storage unit (6' x 12' x 18"). One for every grade level (it could be incorporated in a bench with water proof lid or it could be a unit at the end classroom complex). Back wall should be constructed of pegboard. Sheds should be lockable with a common key.

XII. ENROLLMENT

Amphitheater could serve audience of approximately 1/2 of the school enrollment. The stage to accommodate 50 people and stage properties.

ORIENTATION AND RELATIONSHIPS

Outdoor Education



INSTRUCTIONAL SUPPLY ROOM

I. INTRODUCTION AND REQUIREMENTS

The instructional supply room is a basic storage room for all types of instructional supplies. Requirements:

1. Must be climate controlled with positive heat/air control;
2. Minimum dimensions 30' x 30' (or 900 square feet);
3. Double door entrance convenient orientation to roadway with door stops with total width of 8 feet (solid metal/no windows);
4. Should be located on outside perimeter of school with convenient access to roadway in general, at ground level or with gentle incline ramp (smooth surface) for easy materials movements and handling;
5. 12 foot ceiling with recessed fluorescent light system to correspond to shelving system arrangement;
6. Additional three foot wide solid metal door without window for access from school side of complex;
7. Perimeter shelving: 375 linear feet (4 to 5 shelves, max 8' high, 1' deep), freestanding: 75 foot linear metal, 3 feet wide x 8 feet high;
8. 6 wall electrical outlets (110 v) spaced equally;
9. Tile flooring (asphalt or vinyl/asbestus-free);
10. Portable stair-step ladder for safe materials handling on and off shelves;
11. Telephone and future communications/computer wiring installed;
12. Fire and security alarm system;
13. Heating, ventilation, and air conditioning system;
14. Smoke detector; and
15. Automatic fire sprinkler system.

II. CURRICULUM TO BE TAUGHT

Not Applicable.

III. EDUCATIONAL OUTCOMES

Not Applicable.

IV. DISCERNIBLE TRENDS

Not Applicable.

V. TEACHING AND LEARNING ACTIVITIES

Not Applicable.

VI. ORIENTATION AND RELATIONSHIPS

Not Applicable.

VII. INTERNAL TRAFFIC

Not Applicable.

VIII. FURNITURE AND EQUIPMENT

1. Freestanding shelving, not built-in, but purchased independent of building;
2. Desk and office chair; and
3. 3 drawer file cabinet for inventory and supply records.

IX. UTILITIES

Not Applicable.

X. SPECIAL REQUIREMENTS

Not Applicable.

XI. STORAGE

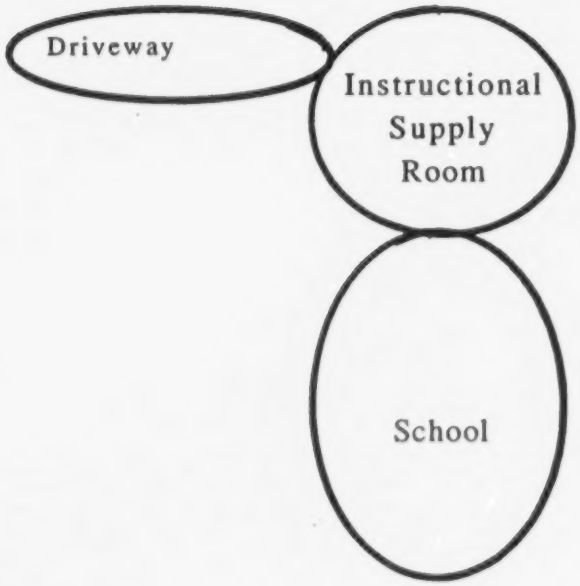
Not Applicable.

XII. ENROLLMENT

Not Applicable.

ORIENTATION AND RELATIONSHIPS

Instructional Supply Room



CUSTODIAL STORAGE ROOM

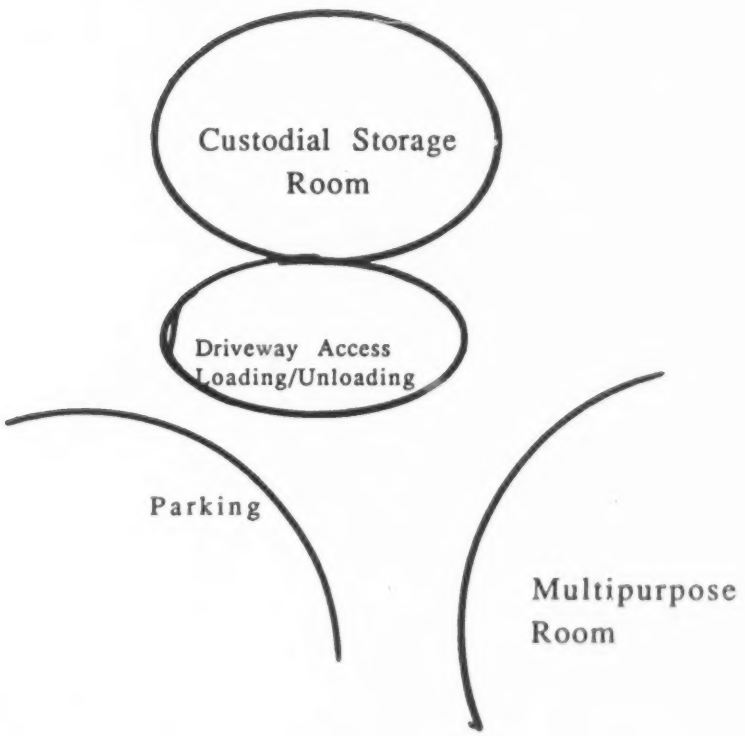
I. INTRODUCTION AND REQUIREMENTS

Paper/supply/custodial storage room:

1. Building:
   - 20' x 20' (amount of square footage needed in event of year round school);
   - 8' rollup steel door; and
   - Approximately 600' linear feet adjustable storage shelving;
2. Access to main road via concrete driveway for convenience in loading/unloading supplies, etc.;
3. Overhead fluorescent lighting;
4. Adequate power duplexes every eight feet on each wall;
5. Concrete slab;
6. Fire sprinkler system;
7. Security alarm;
8. Climate controlled heat and air system; and
9. Separate controlled ventilator fan.

ORIENTATION AND RELATIONSHIPS

Custodial Storage Room



RESTROOMS

I. INTRODUCTION AND REQUIREMENTS

Restrooms should be located in such locations to serve the kindergarten (have their own bathroom in room), primary unit, intermediate unit, and middle school unit, administration area, multipurpose area. The number of facilities in each area should be based on the number of students in that configuration.

1. Handicapped accessible toilet I/A/W state law;
2. Fire alarm/light I/A/W, state law;
3. Instant off style faucets;
4. Floor drain;
5. Skylights;
6. Ventilation (exhaust);
7. Electric hand driers (hand inserted blower type);
8. Scratch resistance tamper proof mirrors, locate mirror above door;
9. Appropriate number of wall hung urinals with consideration for height placement for children/adults depending on location/use for 600 students in basic building with potential add on for 750 students;
10. Appropriate number of water closets (wall hung) with modesty panels with consideration given to height for children/adults depending on location/use;
11. Soap dispensers at laboratory as appropriate;
12. Fluorescent lighting;
13. Key switches;
14. Adequate drinking fountains throughout school area (also accessible to handicapped);
15. Tile floors and tile up walls to a minimum of six feet (or hard surface areas, hard to damage while easy to clean);
16. Hose bib with special key to make connection in each restroom;
17. One restroom area for every four classrooms; and
18. Fire sprinkler system.

Restrooms

See: Classrooms K, 1st, 2-3, 4-5, 6-8
Administration
Multipurpose
Library - Media
Outdoor Physical Education
Outdoor Education
Day Care
Staff Lounge

SECURITY - SUPPLY - CUSTODIAL EQUIPMENT

I. INTRODUCTION AND REQUIREMENTS

Custodial equipment required/requested:

1. 2 - 17" advance (industrial) buffers;
2. 2 industrial vacuum cleaners;
3. 1 wet/dry vacuum;
4. 2 custodial carts;
5. Hand tools (general/electrical);
6. 2 hand trucks;
7. Ladders (6' x 8' x 12'), fiberglass; and
8. Ladder, 24' extension, fiberglass.

Security System:

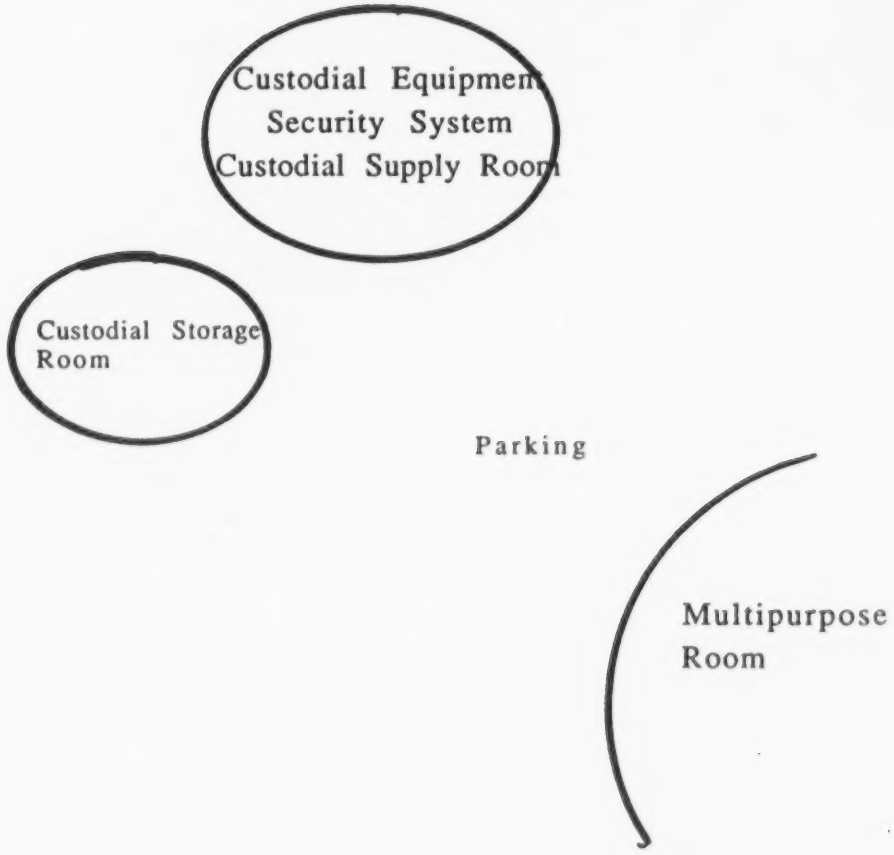
1. Alarms in all areas;
2. Adequate number of conduits installed for future expansion of security/fire alarm/communications/clock/and TV/electronic systems;
3. School should have a central communications/clock/fire alarm system, fire sprinkler system; and
4. All doors should be equipped with K type sledge type locks. (Other type locks do not support handle on metal doors.)

Custodial Supply Storage Room:

1. Building - 15' x 15' (recommended);
2. 1 work bench (5' x 2');
3. Utility/mop sink with hot and cold water;
4. Heat and vent system;
5. 165 linear feet of adjustable shelving;
6. Center floor drain;
7. Adequate electrical power;
8. Fluorescent lights; and
9. 1 small vise mounted on counter.

ORIENTATION AND RELATIONSHIPS

Security Supply - Custodial Equipment



29.2

GROUNDS
Landscaping, Playground, Bike Racks, Parking-Transportation

I. INTRODUCTION

Landscaping:

1. Install drip systems in appropriate areas inside security fence (recommend checking city/county for possible funding for using drip system);
2. Adequately sized automatic sprinkler system with potential for future growth;
3. Recommend considering drought resistant plants and trees to be compatible with drip systems;
4. Install conduits under applicable roads, sidewalks and parking lots for future expansion of water and electrical for irrigation;
5. Hydrometers to meter moisture content of soil;
6. Automatic fertilizer/herberside/injection system;
7. Type of grass should be determined after soil analyzation;
8. Landscaping care equipment needed;
9. Diesel powered gangmower (48" swath);
10. Small self-propelled gas mower;
11. Gas powered weedeater;
12. Gas powered hedge trimmer;
13. Miscellaneous shovels, rakes, etc.;
14. Portable fertilizer spreader;
15. Gas powered edger;
16. Gas cans/funnels;
17. Chemical sprayer (hand);
18. Chain saw;
19. 20' x 20' storage container for landscaping equipment away from the school building with a smoke detector and automatic fire sprinkler system; and
20. Security alarm system.

Playground Equipment (see outdoor P.E.):

FIELDS:

1. 4 fields and back stops for softball, permanent at least 2 backstops;
2. 4 portable soccer goals/backstops, 2 field minimum;
3. 440 track around field;
4. Portable bleachers/seating for approximately 100;
5. Team benches, 2 - 20' long for each field;
6. Vandal-proof water fountains on the field at appropriate places for safety; and
7. Security lighting.

BLACK TOP AREAS:

1. 4 basketball courts (full courts), 10' standards (baskets);
2. 4 basketball courts (full courts), 8' standards (baskets);
3. 8 handball courts (8' x 12' backboards);
4. 6 tetherball poles and area, grades K-3;
5. 6 tetherball poles and area, grades 4-8;
6. 4 volleyball courts;
7. 10 four square game areas;
8. Black top area should be between grass fields and classrooms;
9. Traffic should have easy access to playing fields, blacktop play areas, and Multipurpose rooms without disturbing other classes.

BIKE RACK AREAS:

1. At least racks for 50 bikes;
2. Asphalt surface; and
3. Security fence around bike rack.

Parking/Transportation:

AUTO PARKING:

1. 30' ingress/egress road in front of school;
2. Front parking:
   - Staff, approximately 50 spaces;
   - Visitors, approximately 10 spaces;
   - Handicap, as required by local code for both staff and visitors;
3. Rear parking:
   - Staff, approximately 50 spaces;
   - Visitors, approximately 20 spaces;
   - Handicap, as required by Local code for both staff and visitors;
   - Bus parking for loading and unloading and permanent parking of 3 buses. Ingress - egress and loading and unloading of buses and parent cars bringing students to school must be designed for safety; and
4. Parking spaces will be marked/identified appropriately as "Staff," "Visitors," and "Handicap."

BUS PARKING:

1. Need 30' ingress/egress to get buses safely on and off properly on front of property to street;
2. Need 40' ingress/egress for parking three buses in rear lot;
3. Chain link fence around rear lot of 4' to separate playground area from parking lot with two 4' walk gates and one 15' vehicle gate access on playground side for emergency purposes;
4. Buses will park on perimeter of rear parking lot, designated as such, near the walk gates; and
5. Security lighting as appropriate.

SPECIAL CONSIDERATION:

1. Bus for special eduction children, specially equipped (SPAB - ED).

ORIENTATION AND RELATIONSHIPS

Grounds

See: Administration
Kindergarten
Special Education
Multipurpose
Outdoor Education
Kitchen
Day Care

Storage Container
20' x 20' for
equipment

Grounds

School
Buildings

MISCELLANEOUS ITEMS FOR CONSIDERATION

I. INTRODUCTION AND REQUIREMENTS

RATIONALE: This is a list of items that have been noted through past building experiences that should be reviewed and considered in the planning phase of this new school.

1. FLAG POLE - consider fiberglass pole with "tamper-proof" ropes inside pole which are lockable to prevent vandalism.
2. ASPHALT SURFACES - seal all surfaces for longer life.
3. DOORS - recommend door closers with spring-loaded ball to hold door open in lieu of door stops.
4. THERMOSTATS - recommend using standard type thermostats in lieu of "programmable" style electronic thermostats. Easier maintenance and operation for cost saving and user friendly.
5. MECHANICAL EQUIPMENT - recommend all future expansion of schools to be required to use same style, type equipment for compatibility of systems, economical inventory of replacement parts, easier maintenance training.
6. PLUMBING EQUIPMENT - recommend remaining consistent in type of plumbing equipment for current and future add-ons.
7. HOSE BIBS - recommend placement of external hose bibs around building at least 100 feet apart.
8. EXTRA POWER OUTLETS - recommend utility power outlets be installed near external mechanical equipment.
9. MECHANICAL ROOM (if planned) - Adequate fluorescent lighting and minimum four each power outlets.
10. TRAINING - recommended program to set up to train personnel (maintenance) in trouble-shooting, repair and operational procedures of all new mechanical equipment.
11. PARTS LISTS - recommend listing be made available of all vendors within a reasonable distance that handles available replacement parts for all mechanical/plumbing equipment.
12. EMERGENCY LIGHTING - be placed in all required areas.
13. SECURITY FENCING - recommend wrought iron security fencing allowing closure of building at night to discourage vandalism, etc.
14. DUMPSTER AREA - provide dumpster pads for at least up to four three yard dumpsters, with each pad enclosed with cinder block (or the like) walls in three sides and a double wrought iron gate that is lockable. Access should be available to the street with a drive way. Food service area availability should also be considered. Also concrete or asphalt side walk from dumpsters to school for convenience of custodians. Dumpsters should be painted with matching school colors. Size of dumpsters and walls would depend on size of available dumpsters.
15. AIR SANITIZERS - should be considered for adult restrooms.
16. PAPER TOWEL AND TOILET PAPER DISPENSERS - should be type and model with joint powers pool purchase items.

17. CABINETS AND COUNTERTOPS - through past experience, recommend NOT using cabinets, counters/countertops manufactured out of pressed wood with glued formica. Rationale: these style units tend to deteriorate quickly under school use conditions due to failure of the formica to adhere to the pressed wood. Recommend consideration to use more durable materials for longevity.
18. ELECTRICAL SERVICE - main system recommend the available power load to be adequate not only to compensate for new phases of future buildings, but programmed with potential for growth such as emergency portable buildings, etc.
19. CLASSROOMS/POWER - all classrooms should be programmed to have enough additional power potential to compensate for future add-ons, new systems, etc. Could be just additional installed conduits with 1 or 2 additional circuits made available.
20. DOOR LOCKING SYSTEMS - recommend using electronic "credit-card" I.D. locking systems for all door locks for improved security. All keying should be the "grandfather" system and possibly included in contract at time of building of new school.
21. SINKS (other than bathrooms) - recommend good quality stainless steel (rust resistant/proof).
22. PUBLIC TELEPHONE - optimum configuration for a typical school (Roseville telephone company provided by Tom Massie).

    Entrance Facilities -

    2 each four (4) inch conduit to main equipment room;
    one for main feed;
    one for spare;

    1 each four (4) foot by four (4) foot by 3/4 inch plywood backboard;
    Sufficient floor space to accommodate any on site equipment if required.

    Interwing Facilities -

    4 each two (2) inch conduits connecting each successive wings terminal room;
    one for telephone extensions;
    one for alarm system;
    one for cable TV;
    one for spare;

    1 each 16 inch by 24 inch by 3/4 inch plywood backboard in each wing.

    Intrawing Facilities -

    2 each 3/4 inch conduit to each classroom in parallel (1 inch conduit if in series);
    one for telephones and data;
    one for cable TV or spare.
23. Possibly have an emergency power generator to use in event of emergency to make facility capable of providing own power. Can be fixed or portable depending on budget and gasoline or other appropriate fuel powered.

24. Fire and alarm systems:
    - smoke detector throughout entire school;
    - security alarm system installed in all areas;
    - fire sprinkler system installed in all storage areas and possibly in entire school.
25. Vandal proof outdoor events/announcement board with internal lights and the capability for announcements to be changed. Also lockable.
26. Separate steel shed for flammable storage materials, no power, 6' x 6' and 6 linear feet, shelving (free standing).

DAY CARE - EXTENDED CARE

I. INTRODUCTION

Extended child centered day care will provide supervised child care outside of the regular school program, recreational activities, arts and crafts, computer time, food preparation, leisure time and independent study time. This service will be provided from 6 a.m. to 6 p.m. including morning and afternoon kindergarten. Coordination with other community groups might include scouting, campfire groups, 4-H, community sports, dance, music, drama, and gymnastics.

NOTE: This facility is not to be charged against state allotment of square feet for the elementary building but it is to be on the school site and to be planned accordingly.

II. CURRICULUM TO BE TAUGHT

Extended day is not a directed instructional program. Children may choose from a variety of activities.

III. EDUCATIONAL OUTCOMES

Children will gain information, knowledge, and social skills from the planned activities. But the activities are not structured to meet specific educational goals.

IV. DISCERNIBLE TRENDS

Research indicated a trend toward two income families which need a safe, reliable, and convenient extended day care environment. By providing this service at the local school facility, stress caused by transition from one facility to another will be eliminated.

V. TEACHING AND LEARNING ACTIVITIES

A wide variety of individual, small group, and large group activities will be offered in areas such as crafts, sports, nature, music, drama, computer, and food preparation. It is essential that this program be "low-key" and flexible providing choices to each child.

VI. ORIENTATION AND RELATIONSHIPS

The extended day room should be located:

1. near the front of the school;
2. near front unloading zone; and
3. near office for safety during non daylight hours. This also provides additional supervision from office.

VII. INTERNAL TRAFFIC

Students will move from the drop off/pick up area at the parking lot to the classroom. Students individually and in small groups will move freely throughout the classroom to various activities and learning centers.

VIII. FURNITURE AND EQUIPMENT

The room will contain:

1. A refrigerator/freezer, stove and oven;
2. A phone;
3. An intercom (phone type);
4. 1/2 floor carpeted, 1/2 floor vinyl tiled;
5. Clock;
6. Pencil sharpener;
7. 6 tables (30" x 6');
8. Chairs, stackable, 30;
9. Upholstered sofa and 3 chairs;
10. 1 rocker;
11. 4 study carrels (with electrical outlets);
12. 12 stacking cots;
13. 6 bookshelves (36" x 36" x 16");
14. VCR/TV with cable hookup;
15. 2 easels built-in;
16. Counter along length of one wall with open adjustable shelves and cabinets underneath and hanging kitchen typed cabinets over the counter;
17. 1 sink with hot and cold water with drinking fountain;
18. 4 drawer legal size file cabinet;
19. Tackable wall surface;
20. Venetian blinds; and
21. Adequate windows for natural lighting.

IX. UTILITIES

1. Phone;
2. Intercom (phone style);
3. Sink with hot and cold water and drinking fountain;
4. 2 bathrooms with handicap access;

5. Central controlled heat, ventilation and air conditioning system, thermostat in room;
6. Wired for cable TV/VCR;
7. 220 wiring for possible stove/oven;
8. Exterior lighting in pickup area;
9. Electrical outlets every 6' on every wall; and
10. Fire and security alarm system.

X. SPECIAL REQUIREMENTS

1. The room needs to be accessible to handicapped persons;
2. Self-contained restroom with handicap access must be provided;
3. Exterior lighting is necessary in the drop off/pick up area. This area needs to be visible from the classroom for general supervision purposes; and
4. Fenced play area.

XI. STORAGE

The following storage is needed:

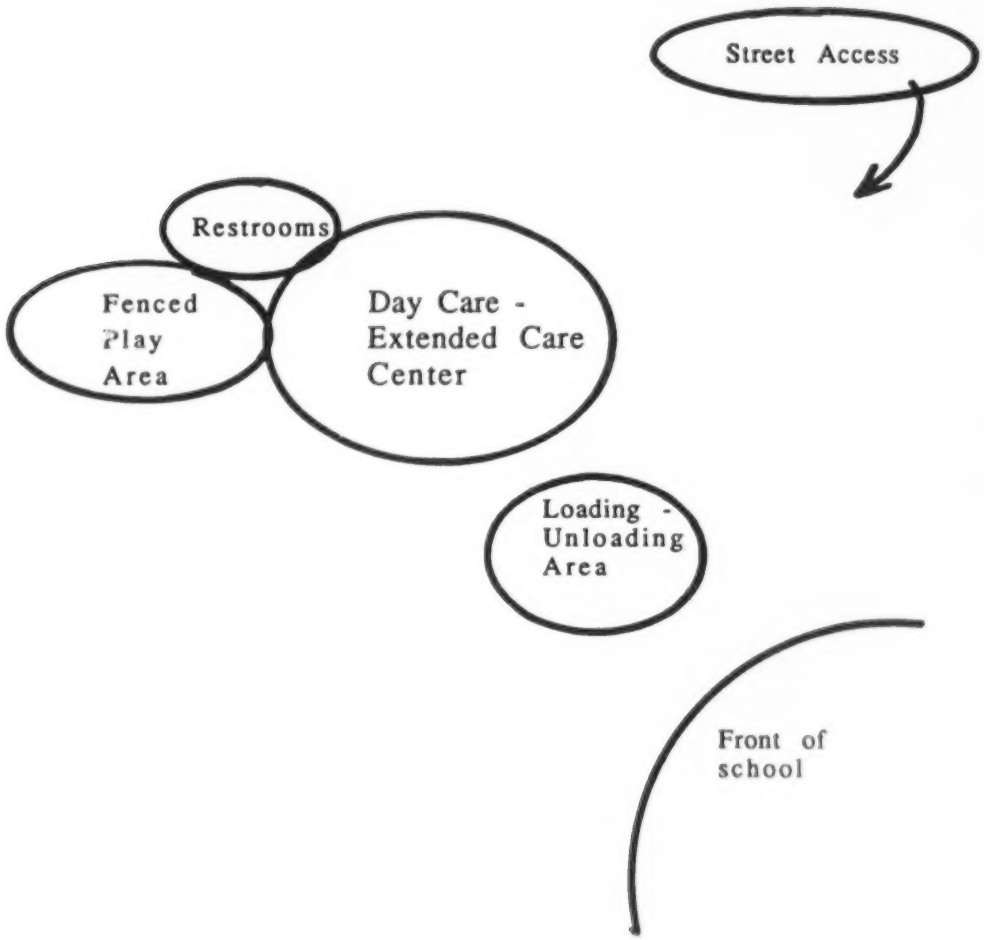
1. Under counter storage along one wall, shelves and cabinets, drawers;
2. 20 cubbies with hooks for coats, 2 shelves over each cubby will be 36" high, hooks on side, shelves 10" high, unit 14" deep, 14" wide, 36" high;
3. Outdoor storage shed (7' x 6' x 3') for physical education equipment, bikes, etc.; and
4. Two sets of 7' x 6' double door closets for games, craft supplies.

XII. ENROLLMENT

Enrollment is open to children who live within the district. This facility is planned to serve 60 children at any one time, approximately two regular classrooms in size.

ORIENTATION AND RELATIONSHIPS

Day Care - Extended Care



NOTE: All facilities must be planned to meet handicapped (wheelchair) requirements.

HOME ECONOMICS AND FAMILY LIVING

Because of constraints in square feet allowances, special laboratory and home economics facilities are not provided in this school. During the transition period when grades 6-8 are present, any curriculum content which is taught by the teacher will be done in the regular classroom.

NOTE TO ARCHITECT

Transition Program and Facilities grades 6-8 to be considered in transfer to Middle School

The transition program and facilities serving grades 6-8 which would be transferred to the middle school upon its completion are indicated throughout the educational specification document in *italics*.

Specifically, these programs and facilities can be found in the following sections:

5	Sixth, Seventh, Eighth Grade Classrooms
6	Multipurpose Room (choir, graduation)
7	Stage - drama instruction
8	Music at grades 6-8
10	Science Equipment Storage
13	Arts and Crafts Kiln Room
24	Physical Education Outdoors
33	Home Economics and Family Living